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ABSTRACT

In an era of globalization, Indiana's cultural, geographic, and economic relationships are becoming more prevalent. This guide is designed for use in middle and high school classrooms to encourage teachers and students to examine their own community's international relationships. The materials were developed by Indiana teachers and are organized around four major themes: (1) The World in Your Community (suggests ways of understanding the international influences experienced in communities every day); (2) Indiana's Resources, Goods, and Services (provides a look at the physical and human resources that allow Indiana to play a role on the international scene); (3) Interdependence (deals with the movement of goods and services, skills, people, and ideas to and from Indiana); and (4) Transitions (provides a perspective on the opportunities and challenges of an international economy and encourages students to consider their future careers and develop their own potential). Each thematic unit is designed to address Indiana's academic standards and contains sample lessons, assessments, and suggestions for teaching resources. Lessons are meant to be flexible, and while some are particularly appropriate for teaching concepts in economics, geography, or history, they can also be helpful in teaching the skills students need to move from school to the world of work and responsible citizenship. Concludes with a resource section. (BT)

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Koben, Rise, Ed.

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Indiana in the World
The World in Indiana

Exploring Indiana's International Connections

Indiana University:
International Resource Center, Office of International Programs
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Indiana in the World

The World in Indiana

INTRODUCTION

Indiana has always had important links with the rest of the world. Significant throughout our history, these cultural, geographic, and economic relationships are becoming ever more prevalent–and important–in this era of globalization. Indiana's citizens need to be well informed about our state's role in the international arena, and students need to prepare themselves for a future that will be influenced greatly by world affairs.

In the 1970s, the Indiana University Social Studies Development Center, led by James Becker, cooperated with the Indiana Department of Education to develop the first set of *Indiana in the World* teaching materials. Thirty years later, and in light of the momentous changes that have characterized the latter part of the twentieth century, a fresh perspective on Indiana's role in the world is needed. Dramatic changes include the rapid development of communications technology, the fall of communism throughout much of the world, the emergence of the European Union, the rise of China as an economic power, and the continuing strengthening of democracy in the developing world. A major result of these changes–and, in many ways, a cause of several–is the growth of a highly competitive and connected global market.

Our students need to be prepared to meet the challenges and opportunities provided by this more interactive, interdependent world. For this reason, Indiana University's International Resource Center and the Global Programs Office of the IU Kelley School of Business have worked with the Indiana Department of Education and other organizations to develop the new *Indiana in the World*. This has been–and remains–a multifaceted effort, one that includes the development of teaching materials, workshops, and a website to facilitate the rapid updating of information.

HOW TO USE THESE MATERIALS

Indiana in the World is designed for use in middle school and high school classrooms to encourage teachers and students to examine their own community's international relationships. The materials were developed by Indiana teachers and are organized around four major themes:

Theme I: The World in Your Community suggests ways of understanding the international influences that we all experience in our own communities every day;

Theme II: Indiana's Resources, Goods, and Services provides a look at the physical and human resources that allow Indiana to play a major role on the international scene;

Theme III: Interdependence deals with the movement of goods and services, skills, people, and ideas to and from Indiana;

Theme IV: Transitions provides a perspective on the opportunities and challenges of an international economy and encourages students to consider their future careers and develop their own potential for success.

Each thematic unit is designed to address Indiana's academic standards and contains sample lessons, assessments, and suggestions for teaching resources. The lessons are meant to be flexible and may be adapted for different age groups and different learning environments. While some lessons are particularly appropriate for teaching concepts in economics, geography, or history, they can also be helpful in teaching the skills students need to move from school to the world of work and responsible citizenship. The final section, *Global Education Resources*, will provide teachers with a variety of resources for expanding this exploration of Indiana's international connections.

THEME 1

THE WORLD IN YOUR COMMUNITY

INTRODUCTION

This unit explores a number of ways that students and the community they live in are linked to the world. Most students are unaware of the richness of their own community's past and the complexity of its present international connections. To introduce students to these ideas, the unit begins with one of the basic necessities of daily life, food. Students have the opportunity to examine how the types of food we eat have become more international over time as a result of specialization, interdependence, and globalization. In subsequent lessons, students explore their community's ethnic and cultural history and present circumstances. Related activities show how students can make a difference in their own community through service-learning projects with an international focus.

ACADEMIC STANDARDS

Social Studies

Geography. Students should be able to:

- Hypothesize about a place's natural environment, both immediate and proximate;
- Identify the characteristics of regions (language, nationality, religion, etc.) that influence cultural development.

Economics. Students should be able to:

- Explain how increased specialization and trade make countries more interdependent;
- Explain and evaluate examples of domestic and international interdependence throughout U.S. history.

History. Students should be able to:

- Use selections from primary sources, such as diaries, letters, records, and autobiographies, to support research efforts.

Inquiry Skills. Students should be able to:

- List and sequence a variety of historical events;
- Construct maps, charts, tables, and graphs from data they have collected.

Civic Ideals and Practice. Students should be able to:

- Participate responsibly in a service-learning project in the school and/or community.

Related Content Areas: Language Arts, Career and Vocational Education

LESSON 1
A Taste of the World

LESSON DESCRIPTION

Our daily lives are changing because of increased contacts with the rest of the world. One aspect of life that is very important to us is what we eat. Today, in most Indiana communities, we can find foods from all over the world. Some are common foods, such as bananas and pineapple, that are imported from other places. Others are dishes from other cultures (like pizza, egg rolls, and tacos) that people in this country have adopted and produce here. Even some of our old favorites have international connections. This lesson will help students explore global connections through food and compare the foods we eat today with those of the recent past.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Explain why people, regions, and countries specialize and trade with one another;
2. Develop a chart listing foods, their countries or regions of origin, and where each food is now produced;
3. Create a map that shows the locations of countries or regions of origin for specific foods;
4. Compare foods eaten in their community today with those eaten when parents and grandparents were their age;
5. Explore the reasons that the foods people are eating are different from those eaten in the past;
6. Brainstorm other ways that people's lives are changing because of increased specialization and trade.

KEY IDEAS

Specialization. When people or nations produce a few particular goods and services and trade those goods and services for other things that they want.

Export. To sell goods and services to another country.

Import. To buy goods and services from another country.

Interdependence. The many ways people around the world rely on one another for cultural exchange.

Globalization. The trend toward increasing contact among cultures and nations of the world.

TIME REQUIRED

Two class periods.

MATERIALS

- 1 jar of Nutella or other type of snack from another country that students may not have tasted before. Crackers or pieces of bread on which to serve the Nutella.
  (Nutella, from Italy, is a creamy spread made from a mixture of chocolate and hazelnut paste. It is a popular snack in Europe and is becoming better known in the United States. It can often be found in gourmet food stores or on "international foods" shelves of popular food stores.)
- **Handout 1: Banana Travels**
- **Handout 2: Taste of the World Chart**
- **Handout 3: A Taste of the Past—Sample Interview Form**
- **Handout 4: Did You Know? Cards**
- Blank individual world maps for Global Cafeteria assessment exercise (page 38)
- Atlases and encyclopedias
- Reference software and the Internet

PROCEDURES

1. Introduce students to Nutella or another snack food from another part of the world. (It should be something that students won't be afraid to try and will probably like.) Ask students what other foods they have tasted that come from other countries.

2. Help students develop a list of the foods they have eaten and the countries where these foods originated. (The list may include dishes like tacos, burritos, salsa, and egg rolls. Students may need help thinking of items like mangos, kiwi fruit, and other fruits and vegetables. They may be surprised to learn that foods like pizza and pasta did not originally come from the United States. The list may need to be expanded to include foods that students know about but have not tasted.)

3. Have students work in groups using the food lists to develop **Taste of the World Charts** (**Handout 2**). Distribute **Handout 1: Banana Travels**, as an example of the migration of food. If students have generated a large number of items for the list, it may be helpful to divide the list into food types such as fruits and vegetables, main dishes, snacks, desserts, and drinks. Each group can then concentrate on a different type of food. Students will need to use atlases and encyclopedias or reference software and the Internet to confirm where specific foods originated and whether the food is imported from another country or produced in the U.S.

4. Post the charts on the wall and have each group explain what it discovered. What popular foods or dishes originate from other parts of the world? Which of these foods are currently produced in the United States? What common foods are most likely imported? Why? Does the United States also export food products? What is the relationship of agricultural production to climate? Write the word *specialization* on the chalkboard. When regions or countries of the world *specialize* they don't produce all of the kinds of goods and services that they consume. If regions or countries *specialize* they must become

interdependent on other regions or countries. Economist believe that regions or countries can increase their standard of living by specializing in what they produce well, and exchanging those goods and services for those that they do not produce efficiently. As students to identify goods and services that they consume that come from other regions or countries. Why do some areas of the world specialize in producing certain kinds of foods and not others?

5. Homework assignment: Give students time to interview parents, grandparents, older family members or unrelated senior citizens about the things that people liked to eat when they were younger (**Handout 3**). What foods did they eat? Did people eat pizza, tacos, burritos, salsa, fried rice, etc., frequently? (Students will probably discover that older people, particularly grandparents and people living in rural areas, report that they seldom or never ate many of the foods we eat today. Some people may be able to remember the first time they tasted pizza or other "foreign" foods.)

6. In a follow-up discussion, ask students to list the changes they have been able to identify and suggest reasons for these changes. If people are eating more foods from other cultures, what are the possible explanations? Students may think of increased travel, better ways of transporting foods, immigration, increased televison advertising, more learning about other cultures, and other possible causes.

7. Write the word *globalization* on the chalk board or an overhead transparency. Explain to students that they have been describing globalization—the increased contact among cultures and nations of the world, including transportation, communication, trade, and cultural exchange.

CLOSURE

In addition to greater diversity in the foods we eat, have students suggest other changes in people's lives that are due to globalization. Students may think of clothing, music, dances, words or expressions, jobs, educational opportunities, and other things that are influenced by contact with other cultures. What are some of the advantages and disadvantages of the increase in global contacts?

ASSESSMENT

Have students design their own "Global Cafeteria." Using individual blank world maps, have each student identify at least five foods or dishes originating from another area of the world that they like or would like to try. Have them locate and label the country or region of the world where each item originates and draw a line from that area to Indiana.

EXTENSIONS/CONNECTIONS

1. Using data from the Interview Forms, have students construct a time line that charts the changes they have been able to identify in the kinds of foods people eat.
2. Have students research and develop charts of the foods that Indiana imports and exports. (Some of the following **Indiana in the World** lessons have information on this topic.)

3. Use this lesson as an introduction to the topic of **comparative advantage** by having students examine why some regions of the world produce certain types of food. For example, why does Indiana produce peppermint but not grow bananas?
4. Have students interview a grocer, a chef, or an ethnic restaurant owner about foods that he or she serves from other parts of the world. Students might also interview chefs in typical "American" restaurants such as Denny's and see what percentage of the menu might be considered ethnic in origin.
5. Post the **Did You Know? Cards (Handout 4)** included in this lesson. Have students research and develop their own Did you Know? Cards. The cards, along with the Global Cafeteria maps, could be used to create a bulletin board display for classmates or schoolmates.
6. Have students use the Internet to discover what kinds of American foods are popular in other parts of the world.
7. Who owns the fast-food chains that are common in most communities? Students may enjoy researching this topic to discover the international fast-food connections.
8. Have students compare a typical daily diet from another country with their own meals on a given day. Compare both diet meals to the standard food pyramid. How do both diets compare?
9. Human beings are considered to be *omnivorous*. Your students might enjoy finding the definition of this word.
10. Have students use the Internet to research hamburger history.

RESOURCES

- For an on-line history of the hamburger, see: http://www.texasmonthly.com/food/fork/fork.mmay.98.html

HANDOUT 1

BANANA TRAVELS

Chronology

Pre-1500 B.C.	Bananas growing in coastal India and Southeast Asia
1000 B.C.	Bananas growing in Assyria and Mesopotamia
A.D. 650	Arab traders bring bananas from India to Egypt
1100-1400	Bananas transported by Arab traders along trans-Saharan trade routes to West Africa
1480s	In 1482, bananas discovered in West Africa by Portuguese, who planted them on Canary Islands
1516	First banana planted on the island of Hispaniola
1516-40	Banana trees spread throughout West Indies, Central America, and northern and western South America
1633	First banana brought to Britain and exhibited in the store of herbalist Thomas Johnson
1778	Bananas are discovered growing in Hawaii by Captain James Cook
1804	First banana brought from Cuba to New York by Captain John Chester
1882	First banana shipment from Canaries to London
1900	Introduction of refrigerated banana boats allows the United Fruit Company to export large shipments to San Francisco, Miami, New York, and Boston
1901	Refrigerated banana boats of Imperial Direct Line (U.K.) begin operations from British West Indies to London

Source: "Banana Travels: A Banana Chronology," in *The Gourmet Atlas* by Susie Ward, Claire Clifton, and Jenny Stacey. (New York: Macmillan, 1997), p. 125.

HANDOUT 2

TASTE OF THE WORLD CHART

FOOD	WHERE CURRENTLY PRODUCED	COUNTRY OR REGION OF ORIGIN	IMPORTED FROM OUTSIDE THE UNITED STATES (Yes/No)

HANDOUT 3

A TASTE OF THE PAST

Sample Interview Form

Interview a parent, a grandparent, an older family member, or an unrelated senior citizen about the foods people ate when they were younger. Explain that your purpose is to learn whether the foods people eat have changed over time. So that you will be able to interpret the data you collect, make sure that you know what time period or periods the person you are interviewing is talking about.

Name of Person Interviewed______________________________ Age (optional) ________

Name of Student Interviewer____

Circle the time period(s) discussed in the interview: 1920s, 1930s, 1940s, 1950s, 1960s, 1970s

Questions

1. What were some of the foods that people ate when you were a child?

2. What foods do people eat today that weren't available when you were younger? Did people eat things like pizza, tacos, burritos, salsa, egg rolls, and fried rice frequently? When?

3. What foods did you eat as a child that aren't available now?

4. How has the price of food changed over the years? Why?

5. What types of snacks did people eat? When?

6. When you were a child, did people eat foods that we would call "fast foods" today? If so, what were these foods? What were the restaurants like where they were served?

7. Do you remember the first time you ate something that was considered "foreign food?" When was that? What was the food item? What did you think of it?

8. What kinds of "foreign" or "ethnic" foods are available in your community today?

9. In general, how have the things people eat changed since you were a child?

HANDOUT 4

DID YOU KNOW? CARDS

DID YOU KNOW?

REAL American Food

Corn, beans, squash, tomatoes, potatoes, chili peppers, and cacao beans (chocolate) all originated in the Americas and were first cultivated by Native American peoples. After 1492, European, African, and Asian travelers took these foods back to their own regions. Soon they became an important part of the diet around the world.

Source: The Eiteljorg Museum of American Indians and Western Art, Indianapolis, Indiana

DID YOU KNOW?

Who really invented pasta, anyway?

It has been said that when Marco Polo visited China in the thirteenth century, he found people eating noodles and brought samples back to Italy. Soon pasta became the national dish. Polo's own writings about his travels indicate that this story probably isn't true. Pasta may have been a staple of the Italian diet as early as the third century, during Roman times. It probably developed as a way of preserving wheat flour and other grains from spoilage. Who really invented pasta? We may never know for certain. What are some of the ways that researchers could explore this question?

Source: A lecture series by Stefano Miloni, *The History of Pasta*,
http://www.cucina.italynet.com/news/news.htm

DID YOU KNOW?

Hot Dog History

People in Frankfurt, Germany, claim that the hot dog was invented there in 1487. Others say that Johann Georghehner, a butcher from Coburg, created the sausage in the late1600s and traveled to Frankfurt to promote his product. The citizens of Vienna (Wien) in Austria claim that the dachshund shaped sausage, called the wiener, originated in their city. The hot dog became an American favorite when a butcher named Charles Feltman immigrated to New York from Germany and opened the first hot dog stand in the United States on Coney Island in 1871.

Source: The Hot Dog Cart Homepage: http://www.thehotdogcart.com/hd_hist.htm

LESSON 2

The World in Your Home Town

LESSON DESCRIPTION

This is an extensive lesson or series of lessons intended to engage students in a research project that explores their community's international connections in both the past and the present. It might be used as part of a United States history course, as a community studies project, or in conjunction with a service-learning initiative (see Lesson 3). International relationships can be found in a number of aspects of community life, including community history, population, business and industry, religious groups, educational institutions, and cultural organizations. After researching several of these topics, students pool their information to develop a community profile or web, which shows how their community is linked to the world. If a long-term project of this type is not feasible for your classroom, students might choose to explore just one of the two research topics or just one of the sub-topics (such as "education," "businesses," or "population").

OBJECTIVES

As a result of this lesson, students will be able to:

1. Find their community on local, state, national, and world maps and speculate about the reasons it is located where it is;
2. Examine their community's early history, including the community's name, early inhabitants and settlers, businesses and industries, landmarks, and cultural institutions;
3. Analyze international connections in various aspects of community life, including population, education, business and industry, religious activities, traditions, festivals, and cultural events;
4. Construct a community web or profile summarizing what they have learned about international relationships in their community.

KEY IDEAS

Location. Both the exact position of a place on the earth's surface and its location in relation to other places.

Place. The physical and cultural characteristics that make a place unique or different from other places.

Culture. Culture consists of interrelated networks of ideas that are learned, shared, and constantly modified by a group of people. Among these complex networks are language, religion, customs, and artistic expression. Culture allows humans to adapt to their environment and is always in the process of change in response to new conditions and ideas. For this reason, there is considerable variation within any cultural system. Most modern nations are made up of a variety of cultures that interact with and influence one another. In fact, most individuals are probably part of several cultures. Our individual thinking and behavior are influenced by culture, whether we are aware of it or not.

Ethnic group. People who share a common cultural background and ancestry.

Continuity and change. These are key concepts in historical studies. It is important for students to understand that things change constantly, but it is also important to recognize the continuation of ideas, places, traditions, institutions, etc.

TIME REQUIRED

One to three weeks

MATERIALS

- Local, state, national, and world maps (pages 37-38)
- Local and community histories
- Local phone books and directories
- Tourist brochures about your area or community
- **Figure 1: Community Web/Profile for Research Project One**
- **Figure 2: Community Web/Profile for Research Project Two**
- **Handout 1: Did You Know? Cards**
- Flip charts or chalkboard
- Large sheets of paper for community webs or profiles

PROCEDURES

1. Ask students to locate their school on a local map and their community on a state map, United States map, and world map. Have them place a dot or sticker on the world map indicating the location of their community. (If your school is not located in an established community, have students choose a nearby community that they know.)
2. Divide the class in half to carry out investigations of **Research Projects One and Two**. Then form pairs or small groups to study the various sub-topics listed.
3. Have each group create a graphic representation of its findings in the form of a **Community Web/Profile** (see **Figure 1** and **Figure 2** for examples). For maximum value, have each group create its own unique web, rather than copy the examples.

RESEARCH PROJECT ONE

Ask students to consider the question ***How did your community come to be?*** Have small groups of students research the following topics:

A. When and why was your community established in its particular place?

B. How did your community get its name, and what is its significance? Is your community named after a person? If so, who was this person, and why was he or she important? Some communities are named after places in other countries or have names that come from different languages or cultures. If this is the case with your community, what is the meaning or origin of its name? Some communities changed their names at some point in the past. If your community did so, what was the reason? Use a state map to find communities throughout Indiana with names that have come from other countries.

C. Who were the original inhabitants of the area? Who were the early settlers in the community, and where did they come from? Were any of these settlers immigrants from other countries? What cultural groups and countries influenced the early development of your community? What languages were important? As time went on, what additional groups of people moved to your community? Where did they come from, and what contributions did they make?

D. What kinds of businesses and industries existed in the early days of your community? What did they produce? Where did raw materials come from, and where did finished products go? Where did the owners and workers come from?

E. What cultural, educational, and religious institutions did your community have early in its history? What important historical buildings or other historical sites still exist today?

RESEARCH PROJECT TWO

Have students research the question ***What is our community like today?***

A. Describe the population: Are people from other places moving to your community? Is the population much as it was in the past, or is it changing? What are the various cultural groups in your community? Why do people from these groups move to your community? Interview someone who has recently arrived to your community from another country.

B. What businesses are in your community? What connections do they have to other parts of the world? What products do they buy (import) from other countries or sell (export) internationally? What skills and knowledge do the workers in these businesses need to have to be successful?

C. What religious groups are in your community? What international activities are part of their programs? Many congregations are involved in educational, charitable, and other international efforts. Many also have historical and cultural links to other parts of the world. Some may host visitors and speakers from other countries or congregation members who have traveled to other countries may report on their visits. (One way to approach this topic is to have students survey their own religious groups.)

D. What educational institutions (e.g., public and private schools, colleges or universities) are in your community? What international contacts do they have? Do they have students, teachers, or families from other countries? Do they have sister schools in other countries? Do they have international houses? Do they sponsor international exchanges or cultural events?

E. What traditions, festivals, or cultural events in your community are linked to other cultures or other parts of the world?

F. Does your community have a sister city in another country? Name and locate that city on a map.

Indiana City	**Sister City**
Bloomington	Luchou Township, Taiwan; Posoltega, Nicaragua
Carmel	Kawachinagano, Japan
Columbus	Miyoshi, Japan
Crown Point	Resen, Macedonia
Elkhart	Burton upon Trent, England
Evansville	Osnabruck, Germany; Tochigi-shi, Japan
Fishers	Billericay, England
Fort Wayne	Gera, Germany; Plock, Poland; Takaoka, Japan
Franklin	Kuji, Japan
Goshen	Bexbach, Germany
Greenfield	Kakuda Miyagi, Japan
Huntingburg	Bissendorf, Germany
Indianapolis	Koln, Germany; Monza, Italy; Scarborough, Canada; Taipei Municipality, Taiwan
Jasper	Pfaffenweiler, Germany
Lafayette	Ota, Japan
La Grange	Grijpskerk, Netherlands
La Porte	Grangemouth, Scotland
Michiana Shores	Brienne-sur-Aisne, France
Mishawaka	Shiojiri, Japan
Mount Vernon	Peronne, France
Muncie	Changhua County, China; Deyang, China
Newburgh	Newburgh, England
New Harmony	Wiernsheim, Germany
Noblesville	Nova Prata, Brazil
Richmond	Daito, Japan; Serpukhov, Russia
Shelbyville	Kambara, Japan
South Bend	Czestochowa, Poland
Terre Haute	Tajimi, Japan
Vincennes	Vincennes, France; Wasserburg, Germany
Zionsville	Crans Montana, Switzerland

Source: Sister Cities International website, http://www.sister-cities.org

CLOSURE

Post each group's web or profile where it can be seen by the class. Ask students to discuss what they have learned from their respective research projects. Ask students what the two research projects indicate about what has changed and what has remained the same in their community over time. What international connections have they discovered? Do they see their community differently after doing the research project? If so, how? If not, why not? Have students take turns summarizing the discussion using flip charts or the chalkboard to record important things that have changed, things that have not changed, and the various cultures and regions of the world that have connections to the community.

ASSESSMENT

Have students combine the community webs into one large web representing various aspects of the community and its links to the world.

EXTENSIONS/CONNECTIONS

1. As an alternative to constructing community webs, students might develop multimedia presentations, pamphlets, or travel brochures highlighting the international aspects of their community.
2. Use the community knowledge developed in this lesson as the basis of a service-learning project (see Lesson 3).
3. Have students develop their own **Did You Know? Cards** (see **Handout 1**) about the origins of various Indiana communities. Include information about how these communities celebrate their cultural heritage and international connections today.
4. Explore the international influences in the architecture of buildings in your community.
5. Explore international connections in your own school. Survey teachers and students to see how many have lived or traveled in another country. How many have friends or relatives in another part of the world?
6. Interview a foreign student. Students might interview a high school exchange student, an international college or university student, or a student in another country via e-mail. Invite an international student to visit the class as a guest speaker. Students should be prepared in advance with questions they would like to ask. They should also consider what it would be like to be an exchange student and to speak to a class full of students in a foreign country.
7. Explore opportunities for becoming an exchange student. A number of organizations provide information on foreign exchange experiences for high school and college-age students (see Global Education Resources).
8. Have students develop a website describing their own community (see information about Community Publishing Company in Resources).

RESOURCES

- County historical society
- Local chamber of commerce or tourist bureau
- Indiana Historical Bureau, 140 North Senate Avenue, Indianapolis, IN 46204-2296; http://www.statelib.lib.in.us/www/ihb/ihb.html
- Indiana Historical Society, 450 West Ohio Street, Indianapolis, IN 46202-3269; http://www.indianahistory.org
- Historic Landmarks Foundation of Indiana, 340 West Michigan Street, Indianapolis, IN 46202-3204; http://www.historiclandmarks.org
- Taylor, Robert M., Jr. and Connie A. McBirney (eds.). *Peopling Indiana: The Ethnic Experience.* Indiana Historical Society, 1996. This volume is an extensive study of the peoples that have populated Indiana in the past and present. It is an excellent teacher resource.
- Baker, Ronald Y. and Marvin Carmony. *Indiana Place Names.* Bloomington: Indiana University Press, 1976. (This book is out of print but may be available at libraries.)
- For information on student exchange programs, see Global Education Resources.
- *The Community Publishing Company,* a series of publications of EconomicsAmerica available from the Indiana Council for Economics Education, 1145 Smith Hall, Purdue University, West Lafayette, IN 47907-1145; tel. 765.494.8545. http://www.bsu.edu/econed/cpc/index.html
- *Who Do You Think We Are?* Video by the Indiana Historical Society, 450 West Ohio Street, Indianapolis, IN 46202-3269.

HANDOUT 1

DID YOU KNOW? CARDS

DID YOU KNOW?

Vincennes is the oldest community in Indiana. It was established as a French fort in the early 1730s by Sieur de Vincennes. In 1800, the non-Indian population in and around the town was 1,533. Vincennes was the capital of the Indiana Territory from 1800 to1813.

Source: *The Indiana Historian*, March 1999.

DID YOU KNOW?

The city that we know today as Fort Wayne was originally a large Miami Indian community named *Kekionga*. Its location, where several rivers join near the Great Lakes, made it an important regional center for Native American trade and culture.

Source: *In the Presence of the Past: The Miami Indians of Indiana*. Eiteljorg Museum of American Indians and Western Art, Indianapolis.

DID YOU KNOW?

On September 3, 1811, Mrs. Lydia Bacon, the wife of a U.S. army officer, traveled with her husband and his regiment down the Ohio River through the town of Vevey in what is now Switzerland County. She made the following entry in her diary: "About 30 (Swiss) families had taken up their residence here . . . have planted Vineyards . . . . Their wine made from the Maderia & Clarret Grapes is excellent. We purchased some. This place is called Veva, it is in New Swiss."

Source: *The Indiana Historian*, March 1999.

FIGURE 1

RESEARCH PROJECT ONE

How Did Your Community Come to Be?

Community Web/Profile: Population
(Example)

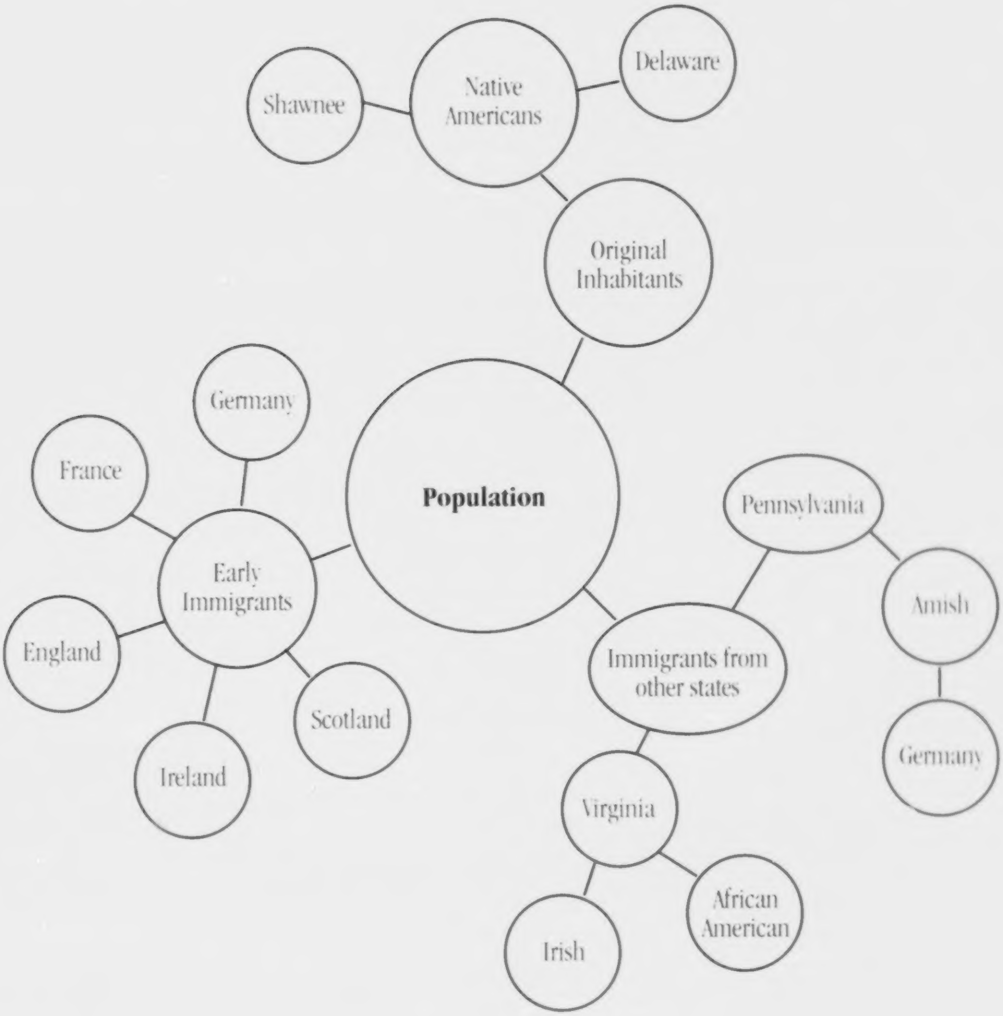
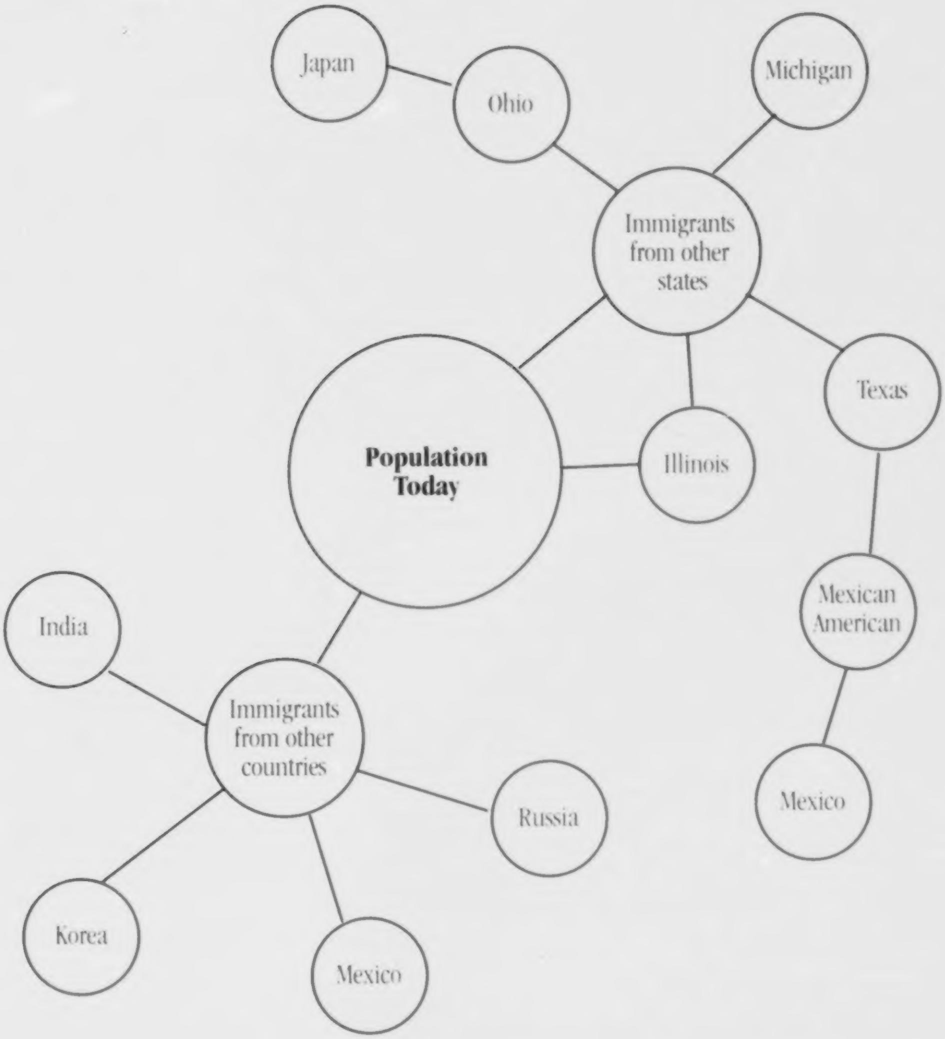

Shawnee
Native Americans
Delaware
Original Inhabitants
Germany
France
Population
Early Immigrants
England
Scotland
Ireland
Pennsylvania
Amish
Immigrants from other states
Germany
Virginia
African American
Irish

FIGURE 2

RESEARCH PROJECT TWO

What is Your Community Like Today?

Community Web/Profile: Population
(Example)


Japan
Ohio
Michigan
Immigrants from other states
Texas
Population Today
Illinois
Mexican American
Mexico
India
Immigrants from other countries
Russia
Korea
Mexico

LESSON 3

Exploring International Connections Through Service Learning

LESSON DESCRIPTION

The goal of service learning is to enhance student learning by providing opportunities to put the skills and knowledge emphasized in the classroom into action in the community. Service-learning experiences should be tailored to match the unique resources and needs of your school and community. Service-learning projects grow out of students' needs, interests, and concerns. They provide a way for students to exercise skills in leadership, cooperation, and responsibility. An effective program encourages students to act locally but think globally. Such projects develop from students themselves when a school or classroom makes the study of international connections an important part of the curriculum. This lesson provides ideas for service learning projects that explore the community's cultural relationships with other parts of the world. The lesson, which could be carried out over several class periods, is intended to be flexible and might be used for any subject or topic or for any grade level.

OBJECTIVES

As a result of this lesson, students will be able to:

- Identify problems, issues, or changes that are important to them;
- Focus on one course of action in response to an issue that is significant to them and to those being served;
- Identify specific learning and service outcomes and design their project to meet these outcomes;
- Work together cooperatively and take individual and group responsibility for their actions;
- Reflect upon what they are learning and use the result of ongoing evaluation to improve their project;
- Apply academic skills (such as letter writing, research, discussion, and presentation of information) to their service project.

KEY IDEAS

Service Learning. Applying skills and knowledge learned in school to community needs.

Common Good. The good of the community as a whole.

TIME REQUIRED

Time required depends on the type of service project chosen.

MATERIALS

- Chalkboard or overhead, flip charts and paper, construction paper, pens, and other materials for group work;
- Internet, newspapers, reference materials, etc.

PROCEDURES

1. Identify an issue or problem to work on in a service project. Open the discussion by asking students what changes or improvements they would like to see or what issues concern them within the school, community, nation, or world. (This activity might be related to the study of local, U.S., or world history; a geography or science project studying the local or world environment; or another topic. The discussion could also be used as the introduction to such a study.) List the topics on the chalkboard and discuss the issues of concern and the desired changes. After the discussion, have students vote on the topic they would like to explore further.
2. Research the topic or collect preliminary data. To learn more about the issue they have chosen, have students work in small groups to research the topic. Information may be gathered from newspaper archives; the school or local library; reference materials; the Internet; and interviews with parents, community members, local experts, leaders, or peers. Students may decide that some sort of assessment of community needs is appropriate.
3. Consider possible approaches or actions. Each of the small groups should report its findings to the class. After information has been shared, have students brainstorm solutions or approaches to the issue they have studied. (In brainstorming sessions and following activities, it is important to establish a class rule that no put-downs of anyone's ideas are permitted.)
4. Select a focus for a service learning project. From the ideas that have been generated through the previous activities have students decide upon a course of action that they want to pursue as a service-learning project. In making their decisions, students should consider what services are most needed, what they can accomplish in the amount of time available, and how they can be most effective. (For examples of service-learning projects, see pages 23-24.)
5. Identify steps, objectives, and time line. Have students outline the steps that will be needed to carry out the project, the specific outcomes they expect to accomplish, and the time line in which they hope to complete their tasks. Expected learning, as well as service outcomes, should be identified.
6. Identify community partners. Work with students to identify which people and organizations should be informed about the project, which could provide helpful information, and which might want to contribute other types of useful support.
7. Carry out project. Students may need to divide up into teams to carry out different steps, phases, or tasks involved in the project. Specific responsibilities and roles of students as well as participating community members and organizations should be clearly defined and evaluated periodically. Set up ways by which students can document their work throughout the project.

8. Evaluation. Ongoing supervision and evaluation should be carried out at all stages of the program. Evaluation should be directly related to the identified objectives of the program and consider unexpected results, both positive and negative. The results of ongoing evaluation can help students to make adjustments as the project progresses.

9. Reflection. It has been said that people learn not simply by doing, but by reflecting about what they are doing. Students should be given frequent opportunities to think critically about their service-learning experience both during the project, and after the project is completed. Feedback should be provided from teachers, community members, and persons receiving services on an ongoing basis.

CLOSURE

In addition to reflecting on what they have learned, students should be recognized for their contributions to the common good. Recognition of accomplishments and celebration of efforts are important parts of any service-learning project. Students should be able to help plan their own celebration and receive recognition from people who are important to them and the community. Partner organizations, individuals, and people receiving services should share equally in the celebration and recognition.

ASSESSMENTS

Assessments of student outcomes can be made by evaluating products developed by students during the project. These may include business letters written to community organizations or local government officials and agencies; group research activities and presentations; logs of service activities; graphic and print materials, such as the development of logos, pamphlets, and posters; and presentations or performances for the class, school, or community. Students should also be evaluated on their skills in working together in cooperative groups, including listening to others, expressing opinions and ideas, working for consensus, remaining on task, sharing responsibility, and exercising leadership.

EXTENSIONS/CONNECTIONS

1. In order to carry out their project, students may need to apply their academic skills in new ways, such as writing a business letter, conducting an interview, or making a presentation. Provide students with models for business correspondence, interviews with community members, and presentations before an audience. Invite local business people, government officials, and community members to discuss effective business letters, interview strategies, and presentation styles. Have students rehearse and practice interviews and presentations before carrying them out. Debrief students after the interview or presentation is over.

2. Many service experiences motivate students to pursue more ambitious projects. Students may wish to research funding opportunities and engage in writing a grant to help fund a service-learning project. Students will need to understand and use some of the following terms: *in-kind support, opportunity*

cost, tax-exempt, decision-making, needs, wants, profit, community support, and *role of government.* See the Resources section for service-learning grant opportunities.

3. Students seeking a service-learning project might consider the Heifer Project International, P.O. Box 767, Goshen, Indiana 46527-0767. This program helps provide families in developing countries with a farm animal, such as a cow or goat, that provides food or income on an ongoing basis ("a gift that keeps on giving").

RESOURCES

- The James F. Ackerman Center for Democratic Citizenship provides a two-week summer institute for teachers that focuses on service-learning. The institute provides outstanding resources, ideas, materials, and a small start-up grant for service learning. You can contact the Center at: School of Education, Purdue University, 1442 Liberal Arts and Education Building, Room 4115, West Lafayette, IN 47907-1442.
- For information on grants and other service-learning resources, contact the Service Learning Consultant at the Indiana Department of Education, Room 229, State House, Indianapolis, IN, 46204-2798; tel. 317.233.3163; http://www.doe.state.in.us
- Learn and Serve America Grants, Center for School Improvement and Performance, Room 229 State House, Indianapolis, IN 46204-2798; tel. 317.232.9100.
- Robinson Mini-Grant Programs for K-12 Service Learning, c/o Constitutional Rights Foundation, 601 S. Kingley Drive, Los Angeles, CA 90005; tel. 213.487.5590, ext. 108; grants are up to $1,000.
- Side by Side Grants, The Center for Youth As Resources, 3901 North Meridian, Suite 345, Indianapolis, IN 46208; The grant funds up to $2,000. It must be written by students. The teacher is allowed to provide feedback. Once the proposal is complete, students meet in front of a judging panel. Students can add additional information, ask questions, etc.
- Teaching Tolerance Magazine, 400 Washington Avenue, Montgomery, AL 36104; fax 334.264.7310; this funds up to $2,000. It has no deadline, though that may change.
- If you would like to connect your class or school with an international partner for a service- learning project there are many resources available. The International Contacts, Pen Pals and Exchanges section of the Global Education Resources on page 143 lists multiple resources for making student-to-student, classroom-to-classroom or school-to-school connections.

Finally, if you want to see your international partner class up close, try the Indiana University's Global Interactive Academic Network, and you might be able to arrange an interactive real-time video link. Contact information for the program is included on page 141 in the Indiana-Based Global Resources section of the Global Education Resources.

SAMPLE SERVICE LEARNING PROJECTS

The following projects were carried out at Tecumseh Middle School in Lafayette, Indiana:

- **Sewing a quilt with an environmental theme**. When students created their quilt, they included words in foreign languages and studied how other countries deal with recycling issues.

- **Creating a bilingual community calendar**. Students wanted to welcome non-English- speaking newcomers to their community and to help other members of the community better understand the new residents. The calendar included resource opportunities, activities for youth, and other useful information in Spanish. The calendar information in English included cultural items from many Spanish-speaking countries in Latin America. With this information, students hoped to convey that there is diversity among Hispanic people.

- **Making a memorial garden.** After studying Japanese American internment, students decided to turn the school courtyard into a Japanese garden as a memorial to historical events. They raised money for the project—including a commemorative plaque—and completed the garden themselves. Now, teachers and students enjoy walking through the garden. The tour inspires them to make a positive difference themselves.

International Service Projects at Tecumseh Middle School

To learn about another culture in greater detail, students at Tecumseh pick an issue that interests them and do research on how other countries deal with it. For example, when my students wanted to combat racism, they asked if African countries have racism. Their next thought was that this was a "stupid" question because the majority of the population of most African countries is black. I encouraged the class to examine the question anyway. To their surprise, they learned that the populations of African countries are quite diverse, and one country may contain several cultural groups. Many people feel a strong sense of loyalty to their cultural group, or tribe. This is called "tribalism." Tanzania has 127 tribes, each with its own culture and language. Tribes and tribal members may come into conflict over land, political rights, customs, and many other issues. In some cases, it may be considered more acceptable to marry a person of another religion than a person of another tribe, although intermarriage of both types does take place.

To learn about how other cultures deal with a particular topic, I suggest to my students that they contact the International Center at a nearby university. After the students choose the country they want to explore, they use the local university International Center to help them contact a student from that country, who gives them the address of his or her school with contact names for pen pal activities. To save on postage, I place all the pen pal letters going to a school in one box and mail it.

One year, after my students helped a school in an African country by sending them books, our African sister school started a service-learning project of its own. In that project, students created a peer-tutoring program using the books we sent. We believe our service project really had an impact.

Leila Meyerratken
Tecumseh Middle School, Lafayette, IN

THEME 2
INDIANA'S RESOURCES, GOODS, AND SERVICES

INTRODUCTION

The Indiana landscape is a rich mosaic of factories, farm fields, small towns, and large cities. Indiana is a leading producer of durable goods like automobiles and consumer appliances. Prime Hoosier farmland produces food and other agricultural products for the rest of the country and the world. Because of the richness of Indiana's resources, the state plays an essential role in world trade.

This unit introduces students to concepts that will help them understand why Indiana has a stake in the world economy. Students will begin by examining Indiana from the air to identify resources that help Hoosiers produce goods and services. In the second lesson, they will compare five farms in different parts of the world and identify what resources are used to make Indiana farms some of the most productive in the world. Students will also identify the resources found and products produced in their own community. Finally, students will examine why not only goods and services cross borders, but also productive resources, including the people who produce goods and services.

ACADEMIC STANDARDS

Social Studies

Economics. Students should be able to:

- Explain how physical geography, specialization, and trade influence the ways people earn income in various countries;
- Explain how increased specialization and trade make countries more wealthy, yet more interdependent.

Geography. Students should be able to:

- Identify the physical and cultural characteristics of regions that influence how people make a living;
- Identify ways in which people have used and adapted to their environments;
- Demonstrate that the movements of populations, goods, ideas, and elements of the physical Earth create ever-altering spatial patterns;
- Analyze geographic factors that have influenced migration and settlement patterns.

History. Students should be able to:

- Examine the impact of immigration on the development of American society, including Indiana.

Related Content Areas: Language Arts, Science, Practical Arts

LESSON 1

Indiana from the Air

LESSON DESCRIPTION

What does Indiana look like from the air? Why is the landscape dominated by square or rectangular fields? What can you tell from the size and shape of buildings? From the air, how does a farming region look different from a metropolitan region? In this lesson, students will use these questions to examine/discover how productive resources influence the activities of people in various regions of Indiana.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify resources used to produce goods and services in various regions of Indiana;
2. Identify which locally produced goods and services are important to the economy at the local and state levels;
3. Use a student-developed database to demonstrate local economic connections with the rest of the world.

MATERIALS

- Colored pencils, markers, crayons, pens, poster board
- Views from the Air Visuals
    Visual One: View of Indianapolis; 1993
    Visual Two: View of Petersburg, Indiana; 1986
- **Table 1: Indiana's Farm Economy by County**
- **Table 2: Indiana's Manufacturing Economy by County**
- **Handout 1: A Community Survey**
- **Handout 2: Cooperative Group Project: Indiana's Top Export Markets**
- **Handout 3: Did You Know? The Big Mac Index**
- **Handout 4: Indiana County Map**
- **Handout 5: World Map**

TIME REQUIRED

Two to three class periods.

KEY IDEAS

Goods and services. Tangible items (goods) and intangible activities of production (services) that satisfy our wants.

Productive resources. Natural resources, human resources, and capital resources used to produce goods and services.

Natural resources. Elements of the natural or physical environment used to produce goods and services.

Human resources. People who produce goods and services.

Capital resources. Tools, machines, infrastructure, and other manmade resources relevant to the production of goods and services.

Infrastructure. Transportation and communication networks.

PROCEDURES

1. Introduce the lesson with a discussion of what Indiana looks like from the air. Show **Visuals One and Two**. Note on **Visual One** the buildings that produce goods and services. (If you have access to the Internet, visit http://www.terraserver.microsoft.com for satellite images of parts of the world, including much of Indiana. Using the images, have students identify productive resources and the production of goods and services in their own community.)
2. Ask students to identify how the infrastructure (roads, rail yards, etc.) allows these firms to bring resources to production and products to market. Note on **Visual Two** the different types of topography. Ask students to determine where mining activity might take place and where agricultural activity takes place. Notice the large building. Ask students to guess what kind of production takes place at the facility (electricity generation).
3. Ask the following questions: How might these views of Indiana differ from the way things would look from the air in other parts of the world? What features would probably be most different to visitors from New York City? From Hong Kong? From Tokyo? (See Extensions/Connections.)
4. Ask students to identify from the **Visuals** some of the resources involved in the production of goods and services.
5. Help students become aware of the changing economy of Indiana by discussing the following questions: How many students in the class have a parent who earns all or part of his or her living from farming? How many have grandparents who are or were farmers? How many have great-grandparents who were farmers? Point out that in Indiana today less than 2 percent of the labor force is directly involved in farming (although many others may work in jobs that are related to agriculture in some way). Then ask: How many have parents who make goods? How many have parents who provide services?
6. Distribute **Table 1: Indiana's Farm Economy by County** and **Table 2: Indiana's Manufacturing Economy by County**. Have students work in groups to complete the outline

maps. (Note the clustering of different types of activities. For example, hog and corn production is concentrated primarily in north central Indiana.)

7. Divide the class into research groups to collect data about the state and local economies to be reported in class at a future date. Types of data should include:

   - **County Agricultural Data**: One group will call the local county extension agent to find data on which crops are important to the immediate county. What part of this county is now engaged in or is available to be engaged in agricultural production? How does our county compare to others in terms of agricultural production? What types of agricultural goods are produced in the county? Where in the county does the most agricultural production take place?

   - **Manufacturing Data**: A second group will research manufacturing in the local region. Contact the local Community Club, Chamber of Commerce, or Community Economic Development Agency. Determine the leading manufacturers and providers of goods and services in the community. What are the leading manufactured products? What resources are available locally that provide the manufacturers an advantage for production? What companies are the leading employers?

   - **Indiana Data**: One group will use the Internet/library to research Indiana's top 20 industrial exports and our top 20 agricultural exports. What are they? How much money do they typically bring into the state? Which countries are leading recipients of Indiana agricultural exports?

   - **Suggestions**: The teacher should contact the county agent or a local company representative prior to having the students make contact. Each group should develop its own questions for its contact, but the teacher might check to be sure that they are relevant and appropriate. Prior to the phone calls and the use of Internet, the teacher should review phone and Internet guidelines, procedures, and manners. Learning the proper ways to access this information is an important part of this procedure.

8. Once data have been collected, compile the data into a classroom database. Using **Handout 1: A Community Survey**, have the classroom determine the leading products produced in your community. Each student should create an oral report, a written report, or a poster board report that identifies some or all of the following information:

   - The leading agricultural or manufactured goods or services of your community;
   - The leading markets of the firms that do business in your community;
   - Selected goods or services produced in your county as a percentage of the total Indiana production of these goods and services.
   - National and foreign markets for the county's major agricultural or manufactured goods and services.

CLOSURE

After reports have been presented, divide the class into small groups to create an impromptu song, jingle, poem, ad, or cartoon that portrays the community's most important productive resources or goods and services.

ASSESSMENTS

1. Have students write a business letter to the president of a major company asking it to relocate to your community. The letter should describe the productive resources your community has that could support the company's business.
2. Have students identify an example of each type of productive resource in your community. Based on those resources, have them describe a good or service that could be produced in your community and exported to other communities or the rest of the world.

EXTENSIONS/CONNECTIONS

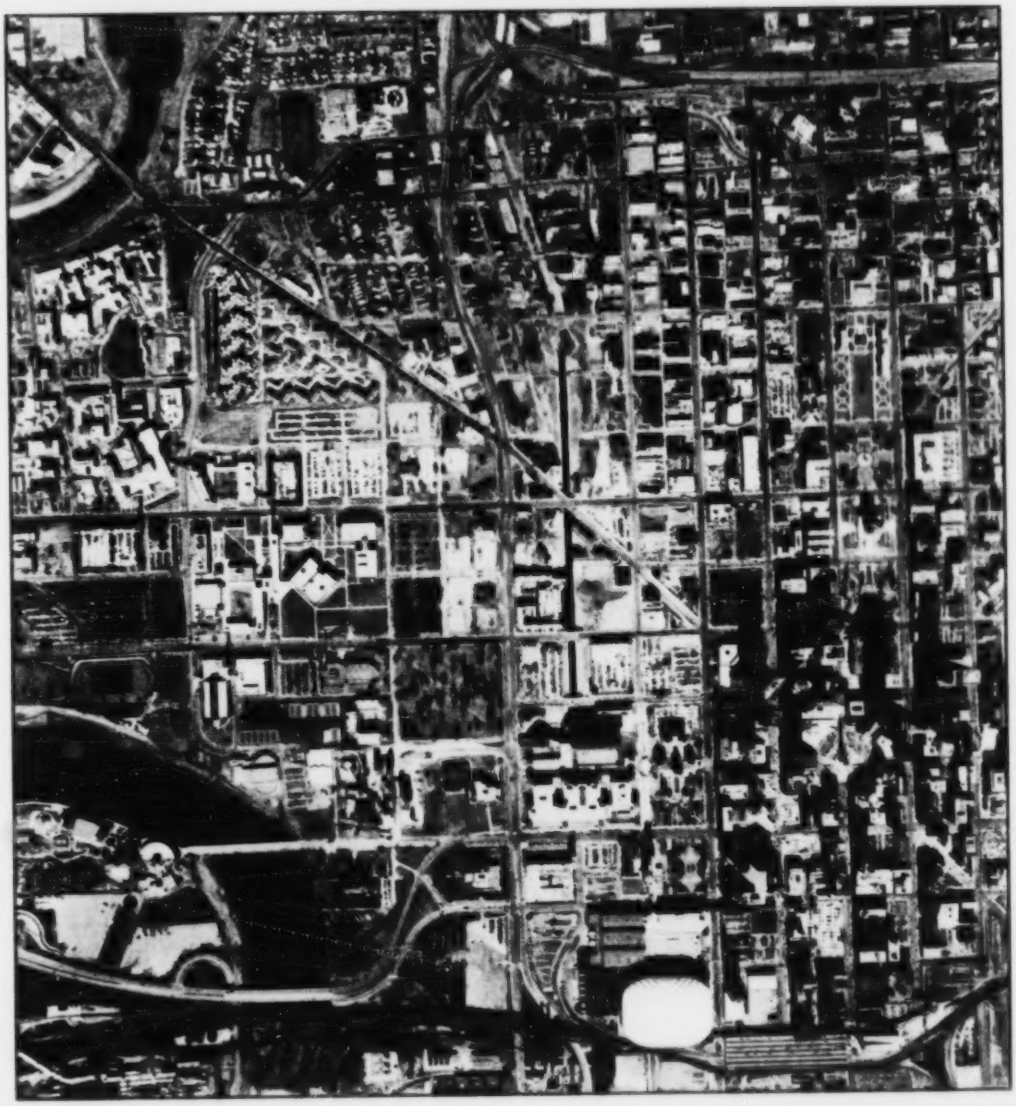
1. Explain to the students that Indiana depends on trade with other nations, just as it depends on trade with other states. Ask students to list the top ten countries that purchase goods and services produced in Indiana. Remind the students that it is actually *people* in other countries who buy Hoosier products, just as it is individual farmers and manufacturers who produce Indiana goods and services that are sold in other countries.
2. Pass out a copy of **Handout 3: Cooperative Group Project: Indiana's Top Ten Export Markets**. Divide the class into five to ten groups. Discuss how the students did on their list above. Did they identify all ten correctly? Were there any surprises? Have each group choose a different country to research. How does each country compare to Indiana on the basis of the criteria named? What Indiana products go to each country?

RESOURCES:

- Most of the information that students need to complete the Cooperative Group Project is available in atlases, encyclopedias, and online databases. See the Global Education Resources section.
- *Indiana From the Air*, by Richard Fields and Frank Huffman, provides 97 aerial views of Indiana, including natural areas, unique land forms, cities, towns, rural life, industry, and architecture. Co-published by the Indiana Department of Natural Resources and the Indiana Historical Society. For ordering information, call 1.800.IHS.1830.

VISUAL ONE

View of Indianapolis; 1993



VISUAL TWO

View of Petersburg, Indiana; 1986

BEST COPY AVAILABLE

TABLE 1

INDIANA'S FARM ECONOMY BY COUNTY

Table 1 shows the leading Indiana counties for agricultural production in 1999. The hog information is as of 1997.

	Product					
Rank	**Corn**	**Soybeans**	**Wheat**	**Beef Cows**	**Milk Cows**	**Hogs**
1	Jasper	White	Posey	Lawrence	Elkhart	Carroll
2	White	Benton	Gibson	Washington	Lagrange	Clinton
3	Benton	Clinton	Knox	Greene	Adams	Daviess
4	Knox	Montgomery	Allen	Harrison	La Porte	Montgomery
5	Newton	Jasper	Adams	Dubois	Noble	Dubois
6	Montgomery	Grant	De Kalb	Clark	Marshall	Decatur
7	Clinton	Rush	Spencer	Jefferson	Allen	Wabash
8	Carroll	Madison	Jay	Perry	Kosciusko	Rush
9	Boone	Knox	Wabash	Spencer	Dubois	White
10	Rush	Carroll	Whitley	Franklin/ Owen/Ripley	Wayne	Jasper

Source: Indiana Agricultural Statistics Service, http://www.aes.purdue.edu/agstat/nass.html

Source for Hog information: Indiana Pork Producers, http://www.inpork.org/PorkFacts.html

1. On a county map, use a different color for each product and lightly color the counties based on the information presented in Table 1.

TABLE 2

INDIANA'S MANUFACTURING ECONOMY BY COUNTY

LOCATION	PRODUCT
Northwest Indiana	Steel
Elkhart	Recreational vehicles
Lafayette	Automobiles
Plymouth	Food products
Columbus	Diesel engines
Madison County	Automobile parts
Allen County	Trucks
Marion County	Chemicals
Berne	Furniture
Tell City	Chairs
LaPorte County	Clothing
Scott County	Canned vegetables
Wayne County	School buses
Muncie	Truck transmissions
Bloomington	Refrigerators
Kokomo	Radio/tape players
St. Joseph	County Trucks
Terre Haute	Aluminum products
Evansville	Air conditioners
Jeffersonville	Veneer plywood
Lawrenceburg	Caskets
Jasper	Office furniture

2. On another county map of Indiana, identify the locations listed in Table 2 and draw a symbol representing the manufactured product produced there.

HANDOUT 1

A COMMUNITY SURVEY

Name of county:

Name of closest city:

Name of school:

Top three goods or services produced:

1.
2.
3.

Number of people employed in top manufacturing industries in your community:

Top markets for leading manufactured products:

Location of major manufacturing or service industries:

Percentage of land used for agriculture:

Top three agricultural products produced:

1.
2.
3.

Top markets for community's agricultural products:

Location in the community of major agricultural producers:

Infrastructure for moving goods and services from production to market:

HANDOUT 2

COOPERATIVE GROUP PROJECT: INDIANA'S TOP TEN EXPORT MARKETS

According to recent information from the International Trade Administration (http://www.ita.doc.gov), the following countries constitute Indiana's top export markets:

1. Canada
2. Mexico
3. United Kingdom
4. Japan
5. Brazil
6. France
7. Germany
8. Netherlands
9. Australia
10. Singapore

Select one of the above nations and research the following:

1. The product(s) EXPORTED from Indiana to this country and the product(s) IMPORTED by Indiana from this country.
2. Find and compare the following statistics for your country to those for Indiana:
    - Per-capita income
    - Current unemployment rate
    - Percentage of land used for agriculture
    - Major industries
    - Cost of living
    - Life expectancy
    - Average level of education attained
    - Currency exchange rate

Compile this information and share it with the rest of the class. Compare the information for all the countries that were studied.

BONUS: Find out the cost of a Big Mac in the country you are researching (see **Handout 3**). Then, based on the average hourly wage for this country, determine how long someone would have to work in order to purchase one. How does this compare to the cost of a Big Mac per average wage in your community?

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HANDOUT 3

DID YOU KNOW?

THE BIG MAC INDEX

A Big Mac can be purchased in more than 100 countries around the world. This has caused some economists to use the price of a Big Mac as a lighthearted way of comparing the purchasing power of currencies. Over time, some economists argue, the purchasing power of currencies move toward equalization of prices. In other words, a U.S. dollar or its equivalent in pesos, euros, or another currency should buy the same amount everywhere.

The Hamburger Standard

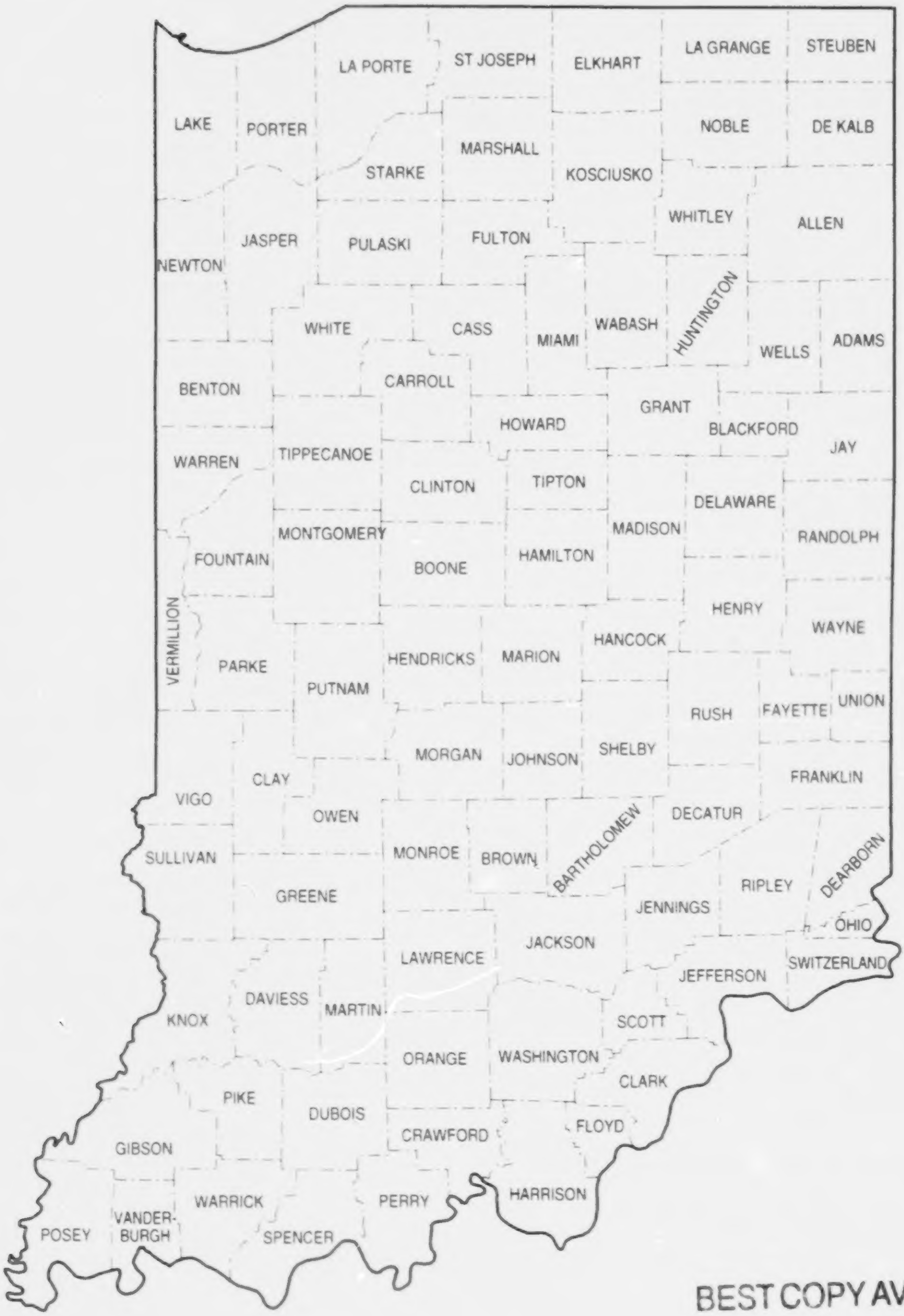
	In Local Currency	In Dollars	Exchange Rate
United States	$2.43	2.43	——
Argentina	Peso2.50	2.50	1.00
Australia	A$2.65	1.66	1.59
Brazil	Real2.95	1.71	1.73
Britain	£1.90	3.07	1.61
Canada	C$2.99	1.98	1.51
Chile	Peso1.25	2.60	484
China	Yuan9.90	1.20	8.28
Denmark	DKr24.75	3.58	6.91
Euro area	Euro2.52	2.71	1.08
France	FFr17.50	2.87	6.10
Germany	DM4.95	2.72	1.82
Italy	Lire4,500	2.50	1,799
Netherlands	Fl5.45	2.66	2.05
Spain	Pta375	2.43	155
Hong Kong	HK$10.2	1.32	7.75
Hungary	Forint299	1.26	237
Indonesia	Rupiah14,500	1.66	8,725
Israel	Shekel13.9	3.44	4.04
Japan	¥294	2.44	120
Malaysia	M$4.52	1.19	3.80
Mexico	Peso19.9	2.09	9.54
New Zealand	NZ$3.40	1.82	1.87
Poland	Zloty5.50	1.38	3.98
Russia	Rouble33.5	1.35	24.7
Singapore	S$3.20	1.85	1.73
South Africa	Rand8.60	1.38	6.22

Source: *The Economist*, April 3, 1999, http://www.economist.com/editorial/freeforall/3-4-99/fn7748.html

Note: Students should be aware that, at the present, great differences exist in the standard of living from country to country. A Big Mac is very affordable for most people in the U.S., Canada, and most European nations. In some developing countries, it is considered a luxury item.

HANDOUT 4

INDIANA COUNTY MAP


LA PORTE
ST JOSEPH
ELKHART
LA GRANGE
STEUBEN
LAKE
PORTER
STARKE
MARSHALL
KOSCIUSKO
NOBLE
DE KALB
NEWTON
JASPER
PULASKI
FULTON
WHITLEY
ALLEN
WHITE
CASS
MIAMI
WABASH
HUNTINGTON
WELLS
ADAMS
BENTON
CARROLL
HOWARD
GRANT
BLACKFORD
JAY
WARREN
TIPPECANOE
CLINTON
TIPTON
DELAWARE
MADISON
RANDOLPH
FOUNTAIN
MONTGOMERY
BOONE
HAMILTON
HENRY
WAYNE
VERMILLION
PARKE
PUTNAM
HENDRICKS
MARION
HANCOCK
RUSH
FAYETTE
UNION
VIGO
CLAY
MORGAN
JOHNSON
SHELBY
FRANKLIN
OWEN
DECATUR
SULLIVAN
MONROE
BROWN
BARTHOLOMEW
DEARBORN
GREENE
JENNINGS
RIPLEY
OHIO
LAWRENCE
JACKSON
JEFFERSON
SWITZERLAND
KNOX
DAVIESS
MARTIN
SCOTT
ORANGE
WASHINGTON
CLARK
PIKE
DUBOIS
CRAWFORD
FLOYD
GIBSON
WARRICK
PERRY
HARRISON
POSEY
VANDER-
BURGH
SPENCER

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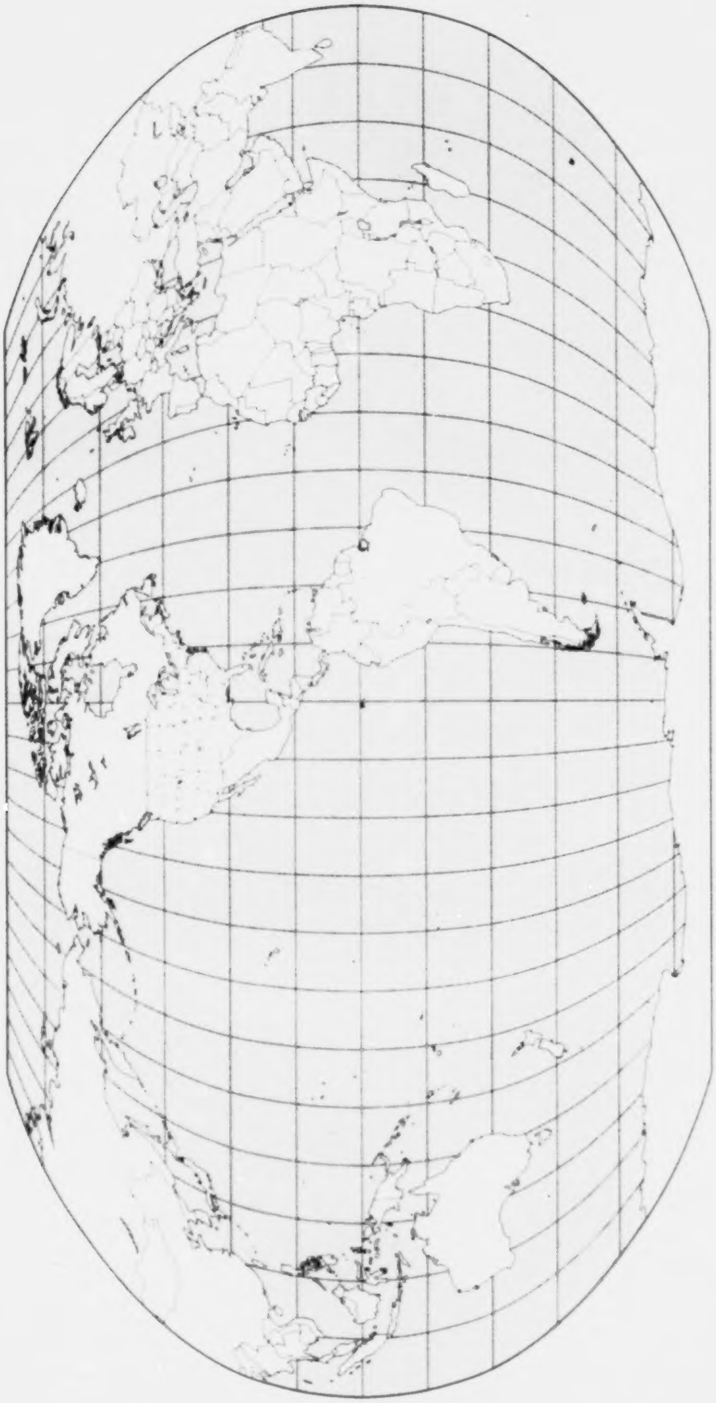
HANDOUT 5

WORLD MAP



LESSON 2

Farming Around the World

LESSON DESCRIPTION

This lesson explores the resources that are available to farmers around the world. Students will contrast farms from different regions of the world. They will use these descriptions to identify productive resources used in agricultural production and draw conclusions about the relationship of resource abundance to goods and services produced.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Compare and contrast types of farms around the world;
2. Discuss the relationship between factors of production and the production process;
3. Make predications about results of changes in agricultural markets.

KEY IDEAS

Economies of Scale. The situation in production where firms face decreasing costs per unit as plant size increases.

TIME REQUIRED

One or two class periods.

MATERIALS

- Visual 1: Indiana's Top Agricultural Products
- **Handout 1: Five Farms**
- **Handout 2: Five Farms Comparison**
- **Handout 2a: Five Farms Comparison Key**
- Encyclopedias
- World maps; atlases or computer programs such as Encarta or MacAtlas (page 38)

PROCEDURES

1. Show **Visual 1: Indiana's Top Agricultural Products**. Point out to students that Indiana ranks in the top ten states in the production of some 20 products. Many of these products end up being exported.
2. Ask students to describe the landscape of Indiana. Many will describe neat croplands with corn, soy beans, or other crops. Ask the students what makes Indiana so rich in agricultural products. Explain that the answer is **productive resources**.
3. Pass out **Handout 1: Five Farms**. Productive resources include the natural resources (elements of the natural environment used to produce goods and services), human resources (people who produce goods and services), and capital resources (tools, machinery, infrastructure, and other manmade resources used to produce goods and services).
4. Have students read the descriptions of the five farms. As they read, have them fill in the reading guide, **Handout 2: Five Farms Comparison**. When students finish, discuss the answers. Have students present their answers to the rest of the class.

CLOSURE

Have the class formulate some generalizations about farming around the world.

Some examples would be:

- Agricultural production is dependent upon the climate of a region.
- Different regions have different productive resources available.
- Abundant natural resources do not guarantee a high quality of life.
- Culture plays an important role in farming around the world.
- All farmers must make choices that are important for the environment.

ASSESSMENTS

1. Have students discuss four factors that influence the ways people farm in different parts of the world.
2. Have students choose an agricultural product produced in another country and then identify a natural, capital, and human resource used to produce this product.
3. Have students briefly discuss the possible consequences of a natural disaster in the region in which the product chosen for question 2 is grown.

EXTENSIONS/CONNECTIONS

1. Take a field trip to two different types of local farms; for example, a hog or dairy farm and a grain farm. Compare and contrast the two farms.
2. Have students involved in 4-H share their projects with the class. Discuss what is involved with each project. Research what types of organizations that are similar to 4-H exist in other countries, such as the FFA, land grant colleges, or agricultural extension offices.
3. Using MacAtlas or Encarta, graph the average number of each type of livestock in various countries and compare the results. Why do some regions specialize in the production of a certain type of livestock?
4. Use the *Material World* CD-ROM to compare and contrast the material goods owned by families around the world.

RESOURCES

- Your local county extension agent can provide more information about a local area's agriculture. Go to http://www.admin.ces.purdue.edu/field/countyoffices.html for a complete list of Indiana county extension agents.
- Indiana Department of Commerce, Agriculture Statistics: http://www.state.in.us/other/agnet/
- Mary Welch, Assistant to the Director of Academic Programs, 1140 AGAD, Purdue University, West Lafayette, IN 47907-1140; tel. 765.494.8470; fax 765.494.8469.

VISUAL 1

Indiana's Top Agricultural Products

Ranking Among the 50 States
1998 Production

#1	Ducks, Eggs (hatched to produce chicks)
#2	Popcorn, Ice Cream Production
#3	Tomatoes for Processing
#4	Soybeans, Peppermint, Cantaloupes
#5	Corn for Grain, Spearmint, Chickens (excluding broilers), All Hogs, Total Egg Production
#6	Watermelon, Snap Beans for Processing, Pig Crop
#7	Blueberries, Turkeys Raised
#8	Cucumbers
#9	Tobacco
#15	Commercial Apples, Winter Wheat, Tomatoes for Fresh Market
#16	Sweet Corn, Cattle on Feed, Milk Cows
#17	Milk Production
#20	Oats

Source: Indiana Agricultural Statistics Service.

Note: This chart relates only to how Indiana compares to other states in the production of specific products. It does not provide information on the value of these products or their relative importance to Indiana's economy.

HANDOUT 1

FIVE FARMS

A Hoosier Farm: The Taylor Farm

Mr. Robert Taylor is an American farmer in his early forties. He and his family of four live in a one-hundred-year-old, three-bedroom home in northern Indiana near Lafayette. The home includes an office with a computer, which Mr. Taylor uses to manage the farm. The Taylor family lives in a rural region of Indiana that has fewer than 21 people per square kilometer (slightly over on-half of a square mile). The largest nearby metropolitan area, Chicago, is about 120 miles to the northwest.

The Taylors own 600 acres of land but rent another 1,200 acres. The total number of acres farmed by the Taylors is over four times the average size of the typical U.S. farm of 400 acres. The value of the rich land that the Taylors farm averages almost $2,500 per acre. The primary crops grown on the land are corn and soybeans. Both crops are planted in the spring and harvested in late October. Capital is an important resource on the Taylor farm. Mr. Taylor owns four tractors, one large semi-truck, and one combine. The equipment that Mr. Taylor uses is specially designed for use with these types of crops. The combine has two special heads that allow him to harvest eight rows of corn or a 20-foot swatch of beans. Mr. Taylor also uses a grain-handling system that allows him to store two-thirds of the crop he harvests. The farm operation generates enough income to support Mr. Taylor, his wife, and their younger son, as well as his grown son and his family. The high level of mechanization means that the entire operation can be run by Mr. Taylor and his grown son. Part-time seasonal help is hired occasionally.

A major problem Mr. Taylor faces is weed control. He is able to approach this problem using a variety of methods. The most popular method is to apply a herbicide using a sprayer, which is pulled behind a tractor. The chemical is applied directly to the plant to avoid the residual effects found with other methods. Mr. Taylor also applies fertilizers to ensure that nutrients are replenished each year.

Source: Mary Welch, School of Agriculture, Purdue University, West Lafayette, Indiana.

Another U.S. Farm: The Sturdivant Farm

Mr. Tommy Sturdivant, an American farmer in his thirties, and his family of four live in a late nineteenth century farmhouse. The two-story structure was built in 1890. There are 16 rooms on three floors. The house stands on a lot approximately 5 acres in size. The Sturdivants live in a sparsely populated corner of Mississippi. On average fewer than 20 people live in a square kilometer of the area known as the "Delta" region of northwestern Mississippi. The Sturdivant farm occupies 1,200 acres of rich soil near the town of Shelby, Mississippi. The farm may seem large, compared to the average U.S. farm of 400 acres. However, most farmers who earn all of their income from farming own farms that are at least 800-900 acres. The value of the Sturdivant land is estimated to be somewhere between $1,500 - $2,000 per acre.

Cotton is the primary crop grown on the Sturdivant farm. The other major crop grown on the farm is soybeans. Both crops are planted in the spring and harvested in the late fall. The Sturdivant farm is quite mechanized. Mr. Sturdivant owns five tractors, two large trucks, two cotton pickers, three combines, and other assorted farm equipment. The farm employs six full- time employees, who, because of the high level of mechanization, are able to work the entire farm effectively.

A major problem facing Mr. Sturdivant is pest and weed control. He uses both aircraft and special equipment pulled behind a tractor to apply pesticides and herbicides. Fertilizer is also used to replace nutrients lost in the growing process. The amount of fertilizer depends on the amount of land he allows to remain fallow during the year. Because of the large number of acres on the farm, Mr. Sturdivant can afford to allow some of his land to stand idle or fallow (allowing nutrients to build up) to ensure the growth of good crops in the future.

Source: Adapted from The Japanese Economy: Teaching Strategies. Copyright 1990. National Council on Economic Education, New York, NY 10036. pgs. 22 - 23. Used with permission. All rights reserved.

A Farm in Japan: The Oka

Mr. Oka, a man in his forties, and his family of six live in a modest home a quarter of a mile from their farm, which is located near Tzu City, in south central Honshu. In Japan, the Okas are considered rural, even though their farm is surrounded by houses, businesses, and other structures. Over 324 persons live in an area of one square kilometer (slightly over one-half of a square mile).

Mr. Oka, his wife, their two adult unmarried sons, and Mr. Oka's parents all assist in the farm work. The Oka farm is similar to other Japanese farms, providing 30 percent of the annual family cash income and much food. Mr. Oka and his sons also have full-time manufacturing jobs in Tzu City.

Although Mr. Oka's land is valued at 40 million Yen, or approximately $360,000, the entire farm occupies only 2 3/4 acres. The Oka farm is smaller than most farms in Japan, but not dramatically so, since the average Japanese farm occupies slightly more than 4 acres. The Okas grow rice and vegetables, which, given the size of their farm, are the only feasible crops.

The Okas' major crop is rice, and the first stage of early spring rice production consists of growing tiny seedlings in trays inside the Okas' barn. The barn is the size of a typical backyard storage shed found in the United States. Later in the spring, the rice beds are prepared and the rice is replanted. At the end of August, the rice is harvested, husked, dried in the barn, and then sold. The Oka farm is highly mechanized: a tractor, cultivator, combine, husking machine, and rice dryer are all used. The equipment, although expensive, is small by American standards. The tractor is the size of an American riding lawn mower. The small acreage of an average Japanese farm means that large equipment would be inefficient to use and difficult to store.

Even though the Okas use a variety of equipment in their farming operation, they do some tasks by hand. The sorting and replanting of the rice seedlings are two examples. One farming technique popular in the rest of the world is impractical in Japan. In most agricultural regions, land is allowed to remain fallow. This means that farmers allow a portion of the land to remain unplanted in order to restore many of the nutrients lost during the growing period. Since farms are very small in Japan, this method is not used. Mr. Oka must replenish lost nutrients by using large amounts of organic and inorganic fertilizers. This system can be very expensive.

Source: Adapted from The Japanese Economy: Teaching Strategies. Copyright 1990. National Council on Economic Education, New York, NY 10036. pgs. 22 - 23. Used with permission. All rights reserved.

A Polish Farm: The Olewnik Farm

There are over two million farms in Poland, each averaging 20 acres—less than half the European Union average of 41 acres. Moreover, 55 percent of the farms occupy less than 12 acres and produce food exclusively or mainly for the owners' consumption.

Polish farms are not only small; they are fragmented. They usually comprise several plots that are often not adjacent to each other. This arrangement makes the use of machines in field work difficult. According to the experts, structural changes are inevitable, and many farms will disappear. Those unable to earn a profit will go under, their land taken over by farms taking advantage of the economies of scale. Nevertheless, change won't come quickly, for both historical and cultural reasons, the experts say.

Danuta Olewnik is a farmer in the Mazovian countryside not far from the historic city of Pock, which has a population of 122,000 people. Pock, the sister city of Fort Wayne, Indiana, is located in the central plains of Poland on the Vistula River. This agricultural and manufacturing region has good links to international markets via rail and the river ports of the Vistula.

Although Danuta has more land than a typical Polish farmer, she is concerned about the future. "The situation is terrible," confesses Olewnik. "I really worry." Without the latest in equipment, she fears that the farm will be uncompetitive and will rapidly lose out to the more advanced farms in Western Europe. "We just don't have enough money to buy everything we need. We know about it but just don't have the practical means of getting it," she says. She would like to install a ventilation system in the buildings that house the pigs, but this improvement is way beyond her budget and so remains nothing more than a plan. Olewnik faces many other problems; for example, how to dispose of manure. Currently, on her farm much of the manure is spread onto the fields as fertilizer, but under future regulations, this quantity will have to be reduced. To get rid of the surplus waste, she will have to construct a treatment plant for it. The thousands of zlotys this will cost makes it unfeasible. The consequence is that by 2003, her farm will be unable to comply with all the regulations, and so it could face possible sanctions.

Source: The European Union Farming Report

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A Southern Tanzanian Farm: The Kinanda Farm

Mr. Kinanda, a 30-year-old farmer in southern Tanzania, lives with his wife and two children in a three-bedroom house of fired brick. Their home is well constructed compared to the houses made of an adobe-type of material that are common to the area. The family lives in a large village of about 3,000 people, 55 miles from the nearest urban center, Songea. This region of Tanzania has a wet-dry climate with a rainy season and a dry season, each about six months long. The Kinandas have a 10-acre corn field three miles away from their home and a garden that they irrigate with water from a perennial river. (Some rivers and streams in this area dry up in the dry season.) They also grow vegetables, bananas, and sugar cane in the gardens. Next to the corn field, there is a 2-acre plot where they intercrop beans, peanuts, cassava, and yams. They also have a 15-acre rice farm about 13 miles away, on the flood plains of a river. The family has 8 goats, 6 pigs, more than 15 chickens, and a fish pond. A more typical farm size for small-scale farmers in Tanzania is about 10 acres.

Mr. Kinanda and his wife use hand hoes to farm in their corn field and in their vegetable, banana and sugar cane gardens. Like most farmers in many parts of Tanzania, they do not own a tractor or any motor vehicle. This greatly limits their ability to expand their farm, even though land is free. Once a year, at the beginning of the six-month rainy season, they may brew their own beer, slaughter a goat, and ask friends and relatives to help for one day in the corn field. They expect to return the favor to those who ask for their help.

This is not a tradition that is still maintained in most areas. For the rice farm, however, they hire one of the three tractors in the village to plough. Unlike the plains, which have rich deep alluvial soils, their area has only a thin layer of soil, which gets easily damaged by tractors.

Like most farmers in the district, the Kinandas grow most of their staple foods: corn, rice, bananas, beans, potatoes, and vegetables. For meat, they rely on their goats, chickens, and pigs. They sell the surplus crops to national crop marketing boards or traders from various cities who come to the village.

Many farmers in the village, and in the district in general, also grow tobacco, which is an export crop. The money they earn is used to buy basic consumer commodities such as clothes, sugar, soap, and cooking oil. When the children start going to school, the Kinandas will need to set aside some money for school fees and supplies. The Kinandas always set aside money to buy inputs such as fertilizers and pesticides. Although fertilizers and pesticides are extensively used in southern Tanzania, making the region the breadbasket of the country, they are not that popular in other parts of Africa.

Source: Deogratius Ngonyani, African Studies Program, Indiana University Bloomington

HANDOUT 2

FIVE FARMS COMPARISON

Compile the following data from the readings on the Five Farms. Use atlases, maps, encyclopedias, almanacs, or computer programs to help you find the required information.

1. On a world map, find and label each of the five farms. What is one characteristic that is common to all of the farms?
2. List the approximate latitude for each of the Five Farms
   - The Taylor Farm:
   - The Sturdivant Farm:
   - The Oka Farm:
   - The Olewnik Farm:
   - The Kinanda Farm:
3. What climate dominates each farm's region?
   - The Taylor Farm:
   - The Sturdivant Farm:
   - The Oka Farm:
   - The Olewnik Farm:
   - The Kinanda Farm:
4. What vegetation zone does each farm occupy?
   - The Taylor Farm:
   - The Sturdivant Farm:
   - The Oka Farm:
   - The Olewnik Farm:
   - The Kinanda Farm:
5. Using examples from the readings, explain how the climate influences farming and how the land is used.
6. Compare the Taylor and the Sturdivant farms. How can the Taylor Farm be operated by just two full-time workers? Why do the Sturdivants need six full-time employees?

7. Which of the five farms is more dependent on foreign markets? How would changes in the world price of the crop grown on the farm affect the farm?

8. Give an example of each type of resource for each farm.

<ins>Taylor Farm</ins>

- Natural resource:
- Human resource:
- Capital resource:

<ins>Sturdivant Farm</ins>

- Natural resource:
- Human resource:
- Capital resource:

<ins>Oka Farm</ins>

- Natural resource:
- Human resource:
- Capital resource:

<ins>Olewnik Farm</ins>

- Natural resource:
- Human resource:
- Capital resource:

<ins>Kinanda Farm</ins>

- Natural resource:
- Human resource:
- Capital resource:

9. Explain how the amount of capital resources that are used on the farm influences how the farm operates.

HANDOUT 2a

FIVE FARMS COMPARISON KEY

Compile the following data from the readings on the Five Farms. Use atlases, maps, encyclopedias, almanacs, or computer programs to help you find the required information.

1. On a world map, find and label each of the five farms. What is one characteristic that is common to all of the farms? **Answers will vary, some correct answers are: all families live within 60 degrees of equator, in grassland or agricultural area, etc.**

2. List the approximate latitude for each of the Five Farms
   - The Taylor Farm: **approximately 41 degrees North**
   - The Sturdivant Farm:**approximately 34 degrees North**
   - The Oka Farm: **approximately 36 degrees North**
   - The Olewnik Farm: **approximately 53 degrees North**
   - The Kinanda Farm: **approximately 10 degrees South**

3. What climate dominates each farm's region?
   - The Taylor Farm: **warm humid summer, snowy winter**
   - The Sturdivant Farm: **warm humid summer, mild winter**
   - The Oka Farm: **warm humid summer, mild winter**
   - The Olewnik Farm: **mild and rainy summer, mild winter**
   - The Kinanda Farm: **hot with rainy and dry seasons**

4. What vegetation zone does each farm occupy?
   - The Taylor Farm: **cropland and grassland**
   - The Sturdivant Farm: **cropland and forest**
   - The Oka Farm: **cropland and forest**
   - The Olewnik Farm: **cropland and grassland**
   - The Kinanda Farm: **cropland and grassland**

5. Using examples from the readings, explain how the climate influences farming and how the land is used. **Answers will vary, but could include dryer areas in Tanzania are better for grazing, wetter and milder climate better for rice, etc.**

6. Compare the Taylor and the Sturdivant farms. How can the Taylor Farm be operated by just two full-time workers? Why do the Sturdivants need six full-time employees? **The key here is that both farms use capital resources extensively, they are able to farm huge areas with few human resources.**

7. Which of the five farms is more dependent on foreign markets? How would changes in the world price of the crop grown on the farm affect the farm? **The US farms are very sensitive to what happens in foreign markets. Price changes would have a larger impact on the Taylor and Sturdivant farms.**

8. Give an example of each type of resource for each farm. **Some correct answers:**

Taylor Farm
- Natural resource: **fertile land**
- Human resource: **Mr. Taylor, wife and younger son**
- Capital resource: **tractor and herbicides**

Sturdivant Farm
- Natural resource: **fertile land**
- Human resource: **Mr. Sturdivant and six employees**
- Capital resource: **trucks, cotton pickers, and pesticides**

Oka Farm
- Natural resource: **rainfall**
- Human resource: **Mr. Oka and family**
- Capital resource: **equipment, barns, fertilizers**

Olewnik Farm
- Natural resource: **fertile land**
- Human resource: **Mrs. Olewnik**
- Capital resource: **building that house pigs, irrigation system**

Kinanda Farm
- Natural resource: **long growing season**
- Human resource: **Mr. Kinanda and wife**
- Capital resource: **tractors**

9. Explain how the amount of capital resources that are used on the farm influences how the farm operates. **The key is that capital resources tend to make farms more productive.**

LESSON 3
Coming to Indiana

LESSON DESCRIPTION

This lesson examines one of Indiana's greatest resources, its people, and helps students to understand that Indiana has been a destination for new residents throughout its history. One of the factors causing people to move to Indiana has been the availability of a variety of opportunities.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify the reasons that people have come to Indiana from other states and other countries at different times in our history;
2. Explore the obstacles and problems that people may face in deciding to move to Indiana;
3. Consider the importance of human migration in history as a way of spreading ideas, skills, and technologies.
4. Connect the migration experiences of people in Indiana's past and present to their own lives.

KEY IDEAS

Migration. The movement of people from one place to another.

Immigration. Movement into a country for the purpose of settling there.

Emigration. Movement out of a country for the purpose of resettling elsewhere.

Migrant. A person who moves periodically from one region to another or from one country to another.

Immigrant. A person who moves into another country with the intention of settling there.

Emigrant. A person who leaves his or her country for the purpose of resettling elsewhere.

Refugee. A person who is forced to leave his or her country because of some sort of disaster or political situation.

Naturalized Citizen. An individual who becomes a citizen of the United States after birth. Children adopted by U.S. citizens obtain naturalization by virtue of their status. Most aliens obtain naturalization through proceedings established by Congress.

Push factors. Circumstances (such as war, famine, overpopulation, unemployment) that cause people to leave their country.

Pull factors. Circumstances (available land, possibility of jobs, political or religious freedom) that draw people to immigrate to a new country.

TIME REQUIRED

Three or four class periods

MATERIALS

- History textbooks, reference books
- **Handout 1: Did You Know? Immigration Status**
- **Handout 2: "Who's Here?" Cards**: 3x5 cards, each with a brief description of a hypothetical (or actual) person who has moved to Indiana at a specific time in our history. (See page ?? for starter cards profiling actual people who have moved to Indiana.)
- **Assessment Handout: Coming to Indiana**

PROCEDURES

1. Ask students if they know the meaning of the word "Hoosier" and where this name for residents of Indiana comes from. (No one knows for certain how this term came to be. Share some of the stories about its origin with students or have them research it for themselves. One story suggests that the word goes back to early settlers who called out, "Who's ere?" when someone knocked on their cabin doors.)

2. Ask students to consider where Hoosiers themselves have come from. At different points in Indiana's history, people have moved to Indiana from other states and countries, for a variety of reasons.

3. List the words from **Key Ideas** (above), using an overhead projector or chalkboard. Have students volunteer definitions and discuss until students have clear definitions in mind.

4. Divide the class into teams. Pass out the **"Who's Here?" Cards** to each team. Each card should briefly describe an individual who has come to Indiana at different times in history.

5. Students could develop additional cards for real and hypothetical people by using textbooks, newspapers, and magazines to research the stories of immigrants. Have students construct a time line for Indiana History using their cards. Examples might include: an Irish farmer from Virginia in the 1830s, a German carpenter in the 1840s, a recently freed slave in the 1860s, an Italian baker in the 1890s, a seamstress from Poland in the 1900s, a refugee from Eastern Europe after World War II, the Korean bride of an American soldier in the 1950s, an engineering student from Iran in the 1980s, a Haitian migrant worker from Florida in the 1990s, and a computer programmer from India and an exchange student from Argentina in the present.

6. Have students use textbooks and reference books to research the country of origin and the time in which their character lived or lives. Through their research, students should attempt to answer these questions:
    - What was happening in the character's country of origin at this time (push factor)?

- Is this person a migrant, immigrant, refugee, or a combination of these things?
- What problems might this person have encountered that caused the move from his or her homeland (push factors)?
- What are the factors that made this person want to resettle in Indiana (pull factors)?
- What cultural contributions did this person make to Indiana?

7. Have each team present the story of the immigrant or immigrants they have researched. Presenters should feature the answers to the questions researched above. Presentations might be in any format: a play, a song, a news report, or a poster or other graphic design.

CLOSURE

Debrief students after the presentations regarding the most important things they have learned from their research. Have any students in the class had the experience of moving to Indiana from another state or another country, or do they know someone who has? What have been the positive factors in making the move? What have been the difficulties? In general, do they think that Indiana has benefited from immigration and migration? Why or why not?

ASSESSMENT

Have students construct a chart summarizing the results of the class research by listing push factors on one side of the page and pull factors on the other. (See **Assessment Handout**.)

EXTENSIONS/CONNECTIONS

1. Invite a person who has immigrated to Indiana from another country to visit the class and describe his or her experiences. Have students prepare questions for their guest in advance.
2. Show the videotape *Who Do You Think You Are?* from the Indiana Historical Society (see Resources) and ask students to list the countries of origin of the people featured in the video.
3. Arrange for students to interview recent immigrants to Indiana.
4. Have students present the results of their research to the rest of the class. Any number of presentation strategies might be used, such as role playing or a dramatization, a mural or other art project, original songs or poems, or use of charts, graphs, and maps.

RESOURCES

- Taylor, Robert M., Jr., and Connie A. McBirney (eds.). *Peopling Indiana: The Ethnic Experience.* Indianapolis: Indiana Historical Society, 1996.
- Nuñez, Lucìa. *Why Do People Move? Migration from Latin America.* Stanford, Calif.: Stanford Program on International and Cross Cultural Education (SPICE), 1993.
- *Who Do You Think You Are?* Indiana Historical Society, 450 West Ohio Street, Indianapolis, IN 46202-3269; tel. 800.IHS.1830. This videotape, documenting Indiana's ethnic history, is intended for middle school/junior high school or high school students.

HANDOUT 1

DID YOU KNOW?

IMMIGRATION STATUS

Immigration has been very important to the United States throughout its history. There are several categories relating to immigration status:

Citizen or naturalized citizen: Under the 14th Amendment of the Constitution, anyone born or naturalized in the United States is a citizen of this country and of the state where they reside. Anyone who is not an American citizen needs a visa to live here.

Immigrant: A person who is issued an immigrant visa (called a green card) is considered a permanent resident. An immigrant can hold a job, apply to bring immediate family members to the United States, leave the United States for a time and return, and apply for citizenship after living in the United States for five years. An immigrant pays taxes and has many of the same rights and legal protections as a citizen. However, immigrants can not vote and, under certain circumstances, are subject to deportation. An immigrant visa is considered difficult to obtain. An applicant must meet certain criteria, and there are restrictions on the number of persons each year who can apply.

Non-immigrant: A non-immigrant visa allows a person to live in the United States for a limited period of time to work or study. People who are classified as non-immigrants are subject to significant restrictions on their length of stay in the United States and their ability to work. They are not eligible for benefits, such as Social Security, and various types of public assistance. Persons in this group include exchange students, foreign students seeking a degree in higher education, and temporary workers in professional, technical, and non-technical fields.

Sources: International Center of Indianapolis and Susan Snyder Salmon with the Indianapolis law firm of Rund & Wunsch.

ASSESSMENT HANDOUT

Coming to Indiana

Push Factors: Reasons to come from another location to Indiana	Pull Factors: Circumstances in Indiana that draw people to come

HANDOUT 2

WHO'S HERE? CARDS

People Who Have Come to Indiana

Moy Lee

Moy Lee came from China to New York some time before 1880. He moved to Indianapolis and became a naturalized citizen in 1888. He opened a tea store on Massachusetts Avenue, became a successful businessman, and provided assistance to other Chinese immigrants.

J. Heinrich Zessens Zur Oeveste

Zur Oeveste was a German farmer who came to America in 1834. After arriving in Cincinnati, he worked on a canal and in an inn to save enough money to buy land. In 1841, he moved his family to the White Creek farming community in Bartholomew County, Indiana. Life was hard at first, but five years after the land was bought the family had 19 acres under cultivation. They owned 3 horses, 10 cows, and 20 to 30 pigs, sheep, and geese.

Sook-Ja Hansen

Sook-Ja was attending a Korean university when she met her American husband, who was in the Peace Corps at the time. Although her family was upset at first by her decision to marry a non- Korean, they eventually came to accept Sook-Ja's husband. Even so, the young couple found it difficult to live in Korea and eventually moved to Fort Wayne, Indiana, where they were attracted by job opportunities and strong family and community values.

Madame C. J. Walker

Sarah Breedlove was born in 1867 in Delta, Mississippi. Her parents were black sharecroppers who died when she was a child. Sarah worked as a laundress and a cook. Trying to make her own hair grow, she experimented and gradually developed and marketed a new line of cosmetics. She married Charles J. Walker, a newspaperman, and, in 1910, moved to Indianapolis. Here, she built a factory, ran a successful business, and made important contributions to the black community.

Source: *The Indiana Junior Historian*, February, 1992.

Larry Rangel

Larry Rangel came to Indiana from the small town of San Jose Iturbide in Mexico in the 1970s. He worked at low-paying jobs in restaurants until he was able to open his own business. He opened a restaurant called *La Margarita* on the north side of Indianapolis in 1990. He died at the age of 49 in February 2000, in the crash of a light plane piloted by his friend, race-car driver Tony Bettenhausen, Jr.

Source: *Indianapolis Star*, February 15, 2000, p. A-5.

Karl Bilimoria

Karl is a high school student whose family came to Indiana from India a few years ago. His father is an engineer with Inland Steel in northwest Indiana. Many East Indian professionals have moved to this area to buy homes and send their children to local schools. Karl points out that sometimes it is hard to be accepted at school unless you play sports. Other pressures come from traditional parents, who may not understand what it is like to be an American teenager.

Note: Unless otherwise indicated, all profiles are taken from *Peopling Indiana: The Ethnic Experience*.

LESSON 4
Help Wanted

LESSON DESCRIPTION

This lesson focuses on labor as an important human resource and points out that members of the labor force often migrate. Students are encouraged to examine the reasons that people seek employment outside of their own communities and even in other countries. They are also asked to consider the reasons employers may look for workers from other places. This lesson should be taught in conjunction with Lesson Three, in this unit, which examines the importance of immigration throughout Indiana's history.

OBJECTIVES

As a result of this lesson students will be able to:

1. Describe the role of labor as a necessary factor of production;
2. Identify reasons why employers sometimes look outside their community for workers;
3. Identify reasons why migrant workers, especially those from Mexico, seek employment in Indiana.

KEY IDEAS

Please refer to Lesson Three of this unit for Key Ideas.

TIME REQUIRED

One class period.

MATERIALS

- **Handout 1: Help Wanted**
- **Handout 2: Picking up a Paycheck**
- Chapter or section in any economics or business textbook that addresses the factors of production, specifically those relating to human capital.
- **Handout 3: Did You Know? Card: Interview with a High-Tech Worker**

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PROCEDURES

1. Give each student a copy of **Handout 1: Help Wanted.**
2. Allow students approximately 20 minutes to complete the worksheet.
3. Have students share their answers and discuss their reasons for applying or not applying for this job.
4. Discuss whether students would be more or less willing to apply if a job at similar pay were offered to them in Canada or Mexico. Class discussion may include many factors, such as cost of living, overall living conditions, and language barriers.
5. Explain to students that many people from the United States live and work in other countries. They might work for a few months or a few years and then return home. Often they are able to obtain jobs overseas because of their special skills; for example, many people have jobs teaching English in Japan and Eastern Europe. What are some reasons that people have for wanting to live and work in another country?
6. Give each student a copy of **Handout 2: Picking Up a Paycheck**.
7. Conduct a class discussion on students' reasons for accepting a job out of the country compared to Andrés Nava's.
8. Ask students to consider how Andrés Nava's situation compares with that of people who have come to Indiana from other countries in the past.

CLOSURE

It is important for students to understand why employers hire migrant workers. It is often not for the reasons students may think. With Indiana's current low unemployment rate, employers often simply cannot find enough workers to fill their needs. It is a matter of availability of labor, rather than cost.

ASSESSMENT

Use students' responses to **Handout 1: Help Wanted** to determine their understanding of the concepts covered in this lesson.

EXTENSIONS/CONNECTIONS

1. Research recent newspaper articles regarding immigration to Indiana. Identify the countries where immigrants to Indiana originate.
2. Use newspaper want ads to determine what type of jobs are being advertised locally. What types of skills and training are required for these jobs? How well do they pay? Based on advertized hourly wages, have students calculate what a worker's take-home pay would be after taxes. Are all job opportunities advertized in want ads? What other types of jobs might be available?

3. Interview a local employer regarding the type of education, skills, and work habits he or she wants in an employee.
4. Interview a person who employs workers from other countries. What are the reasons that they hire workers from outside the country?

RESOURCES

- For more information on Hispanic immigration to Indiana, go to the website of the Julian Samora Research Institute, http://www.jsri.mus.edu. The site offers numerous free publications such as "Latinos in Indiana: In the Throes of Growth," by Roberto Aponte, Indiana University-Purdue University Indianapolis.

HANDOUT 1

HELP WANTED

You are a 25-year-old unemployed male, married with one child. Your company, the area's largest, closed recently, and you were left without a job. You are one of 500 employees now out of work. You see the following ad in the paper:

> HELP WANTED: Workers wanted. Housing and transportation to and from work provided. Fifty hours per week, 6-8 months a year, $25.00 an hour.

The pay is much more than you were earning. You are ready to apply immediately when you read further to discover that the job is in Saudi Arabia. You do not speak the language of that country, nor do you know anyone who lives there. The culture is very different from your own. You may not be able to bring your family. Before you decide to apply, do the following:

- Make a list of questions you would like to ask your prospective employer about the job. Be sure to ask about method of payment and benefits, such as health insurance, disability, sick leave, and pensions.
- Make a list of reasons to apply for this job and a list of reasons not to apply.
- Determine why you think any foreign employer would be willing to pay so much more than most workers could earn in their own country. How does the offered salary ($25.00 per hour) compare to typical Saudi Arabian salaries?

PICKING UP A PAYCHECK

Each year, approximately 10,000 migrant workers spend part of the year working in Indiana. Almost all are hired to do manual labor, often on farms and in orchards.

Andrés Nava is 36 years old. He is typical of many men, who come from Mexico to Indiana each year seeking employment. This spring, Andrés is working as part of the "pruning crew" at Engelbrecht Orchard in Newburgh. He has worked for the Engelbrecht family before and will probably return when it is time to pick and pack the apples. In the meantime, he may work in Florida, Mississippi, or California—"Wherever there is work," he says. Sometime during the year, Andrés will return to his wife and seven children in the small town of Acambara, Mexico. Andrés' wife does not work outside the home, and he says, "There is no work for me in Mexico. Even if there was, I would make only a small amount compared to what I make here." Andrés likes working at the orchard, even though it is hard physical labor. His employer says he is a good worker. He works six or seven days a week depending on the amount of work. He earns $6.00 an hour and is provided with furnished housing and transportation to and from work. In Mexico, he says he would be lucky to make even $1.00 an hour. Andrés sends money home to his wife and hopes that his wages may someday help pay for the education of his children. He only attended elementary school and hopes that a better education will allow his children to make a decent living in Mexico. When asked if he likes his work, Andrés responds, "Yes. I like the work," but then he smiles, holds up his hands with the fingers spread wide and says, "And I LOVE the money!"

While $6.00 per hour seems like a lot to Andrés, the Engelbrecht family has a hard time finding local people who will do this type of work for this wage. Many Indiana businesses hire agricultural workers from other countries through contractors, who handle transportation and visas. The Immigration and Naturalization Service requires employers to verify that workers are legally eligible to work in the United States.

HANDOUT 3

DID YOU KNOW? CARD

DID YOU KNOW?

Interview with a High-Tech Worker

Many people who come from other countries to work in Indiana do so because they have specialized or highly technical skills that are needed in our economy. Américo Cunha is originally from Portugal but works for Dow AgroSciences in Indianapolis. For the last three years he has been the Logistics Manager, responsible for the transportation and storage of all of his company's products in North America. Before that he was the Materials Manager for Latin America.

Américo's native language is Portuguese but he is also fluent in English and Spanish. His educational background in engineering is very important in his work. The job also requires knowledge of transportation, warehousing and handling of hazardous materials, and cost accounting. Other important job requirements are computer literacy, the ability to communicate well, and good inter-personal skills. It is also necessary to respond quickly to customer requests.

Américo and his family were living in Brazil when he was offered the job in Indiana. He made the move because of the career opportunities involved and because Indiana provided increased security and well being for his family. For Américo, it is important that his wife and children can be with him. He wants his kids to have the opportunity to live in another country, learn other languages, and become familiar with other traditions and habits. "The greatest benefit of working in international settings is learning about the diversity of cultures and beliefs," Américo says. "The experience provides you with new perspectives that you can apply in a number of situations. The greatest burden is being away from relatives and friends."

Américo has the following advice for any young person considering international work: "If you have an opportunity to live outside your country, do not hesitate. Go! It will enlarge your vision and maybe you will learn another language. It will also help you learn to value the things you always took for granted. You will see these things with a new perspective. Get involved with the local people. Be open minded and accept other ways of thinking and doing things. Have fun!"

THEME 3
INTERDEPENDENCE

INTRODUCTION

Students don't always understand just how interconnected their own community is with the rest of the world. These students are consumers of goods and services produced in other regions of the world. The community they live in also produces goods and services for other regions of the world. This unit demonstrates how local businesses depend on other regions of the United States and the world for resources and markets. Students will collect data about businesses in their own community and produce a display that highlights these connections. They will identify products they consume that are produced in other countries. They will also learn about the infrastructure that helps move these goods and services between a community and the rest of the world.

ACADEMIC STANDARDS

Social Studies

Economics. Students should be able to:

- Explain how increased specialization and trade make countries more wealthy, yet more interdependent;
- Identify categories of goods and services provided by various levels of government.

Geography. Students should be able to:

- Explain the meaning of the word *infrastructure* and analyze its relationship to economic development;
- Explain how changes in communication and transportation technologies contribute to the movement of ideas and cultural change.

Related Content Areas: Language Arts, Science, Practical Arts

LESSON 1

Geography in the Mall

LESSON DESCRIPTION

This lesson demonstrates that students are interconnected with the rest of the world. Students visit a local mall and determine where the goods they consume originate. By purchasing these products, students become interdependent with other regions of the world.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify products, available locally which are manufactured in other countries;
2. Locate on a world map the countries where these goods are produced;
3. Explain, with examples, how they are interdependent with other regions of the world.

KEY IDEAS

Interdependence. People depend upon each other for the goods and services they need.

Specialization. People specialize when they produce a few specific goods and services. When people specialize, they can produce more. They also must depend upon other people for the additional good and services they need.

TIME REQUIRED

Four class periods.

MATERIALS

- Atlases
- Map of the world (page 38)
- Handout 1: Did You Know? Card: **The Birth of the Blues (Jeans, That Is)**
- **Handout 2: The Geography of Your Local Mall**

PROCEDURES

1. Hand out copies of the **Did You Know? Card: The Birth of the Blues (Jeans, That Is)** and discuss the international connections that led to the birth of blue jeans. Explain to the students that

their families depend on the world. Many of the products in their homes come from all over the world. This means that the students are connected with the rest of the world. The rest of the world also depends on them. People from other countries make their living by selling goods to the people of Indiana, just as the people of Indiana make their living by selling goods to people in other countries. Economists call this **interdependence**. People in some regions of Indiana specialize in the production of certain goods, such as corn and steel, and export those goods to other countries. Producers in other countries specialize in goods that we consume and export them to Indiana. This specialization and interdependence make all of us better off.

2. Pass out **Handout 2: The Geography of Your Local Mall**. Students may work individually or in teams to complete the handout. If a mall is not in the area, students can gather data in their homes.
3. Have students share their findings. Using a world map, locate each country. Ask students to identify any patterns. From what continents do most of the goods come? (Asia and North America)
4. Have students speculate about how these goods arrived at their local mall.

CLOSURE

Have students work in small groups or individually to create a poem, song, cartoon, or a graphic design that explains how they are personally connected to the world economy.

ASSESSMENT

First, have each student identify the non-U.S. countries in which ten items that he or she uses regularly are produced. Second, highlight the countries on a map of the world.

EXTENSIONS/CONNECTIONS

1. Have students use colored pencils to make a bar graph showing areas of the world that produce specific types of products. Then have them color a world map using colors that correspond to the bar graph.
2. Have students use the *Material World* CD-ROM, book, or posters to explore the types of material goods used by families around the world. Discuss similarities and differences. Have students create their own *Material World* posters.

   The Material World project uses family portraits to compare the material possessions of 30 statistically average families from countries all around the world. Available in both book and CD-ROM format. The book and CD-ROM can be ordered off the website http://socialstudies.com/.

   Menzel, Peter. Material World: A Global Family Portrait. Sierra Club Books. 1994.

   To discuss the Material World project contact Material World. 199 Kreuzer Lane, Napa, CA 94559, e-mail MaterialW@AOL.com.

3. Have students speculate about why many goods we use are made in other countries. Have them break into pairs, examine the facts, and develop a theory about why each product is made in a specific country.

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HANDOUT 1

DID YOU KNOW? CARD

DID YOU KNOW?

The Birth of the Blues (Jeans, That Is)

The "all-American" blue jeans worn around the world were not created by a fashion designer. Their history goes back to the fourteenth century. At that time, a sturdy fabric was being woven from a tough, blue-dyed, cotton thread in the French city of Nîmes. It was famous throughout Europe and was called "Serge de Nîmes." There is a legend that the sails on Christopher Columbus' ships were made from this fabric and that it first reached America in this way. In any case, it would be another 400 years before anyone thought to make pants out of this strong material. By that time, Americans had changed the French "Serge de Nîmes" into their own word, "denim." They also coined another word. In Genoa, Italy, work pants were made from a strong cotton. They were called "Genes" after the city where they were made. Americans turned this word into "jeans." In 1850, the Gold Rush brought Levi Strauss, an immigrant tailor from Buttenheim, Frankonia, in Germany, to San Francisco. Strauss started to make almost indestructible pants or "Genes" for the gold miners from "Serge de Nîmes" or, in other words, denim jeans. Levi Strauss was so successful that he patented his pants in 1873 and blue jeans were born!

Source: http://www.edwin-jeans.de/facts/facts1.htm#name Theme III - Interdependence - Lesson 1

HANDOUT 2

THE GEOGRAPHY OF YOUR LOCAL MALL

First, make a list of all the brand-name goods in your house. Go to your local mall, look for these goods, and fill in the sheet. Look for a label that reads: "Made in________." You might want to introduce yourself to a salesperson and explain what your assignment is about.

After your trip to the mall, label the countries of the goods on your list on a map of the world. See for yourself how you and Indiana connect with the rest of the world.

Category of Goods	Brand Name	Where It Is Produced
PERSONAL ITEMS		
watch		
T-shirt		
sneakers		
tapes/CDS		
video games		
hat/cap		
jeans		
camera		
backpack		
pens/pencils		
jewelry		
ELECTRONICS		
TV		
CD player		
VCR		
stereo		
camcorder		

Category of Goods	Brand Name	Where It Is Produced
clock radio		
computer		
cordless phone		
walkman		
microwave		
coffee maker		
satellite dish		
APPLIANCES		
stove		
refrigerator		
SPORTING GOODS		
football		
basketball		
soccer ball		
skateboard		
bike		
tennis racket		
golf irons/putter		

LESSON 2
What's the Connection?

LESSON DESCRIPTION

This lesson shows students how even small Indiana communities specialize in the production of goods to sell to people in other countries. Students contact businesses and determine what specialization occurs in their own community.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify goods and services produced in the community;
2. Use verbal and written communication skills to communicate with local businesses and report on results;
3. Use map skills to locate import and export countries;
4. Demonstrate an understanding of the impact of international trade on their community.

KEY IDEAS

Specialization. The production of a limited number of goods and services. When people specialize, they can produce more. They also must depend on other people for the goods and services they need but don't produce themselves.

TIME REQUIRED

Two or more class periods to start; students will need additional time outside of class to finish displays.

MATERIALS

- *Indiana International Trade Directory* (see Resources to order)
- **Handout 1: A History of True Flight Arrow Company**
- **Handout 2: True Flight Arrow Customer and Resource Accounts List (Sample)**
- **Handout 3: Sample Inquiry Letter**
- Pencils (two colors for each group)
- World map for each group (page 38)
- Encyclopedias or atlases

PROCEDURES

1. Begin by asking the students to name the goods and services produced in their community. Write the names of the goods and services and the producers on the board or overhead. Explain that their community specializes in these goods in order to sell to other people. Ask students to speculate as to why their community specializes in these goods. Some answers might be good soil, workers, or proximity to roads. (This information can be obtained from your local chamber of commerce or economic development agency.)

2. Ask students if they have ever participated in archery. Explain that Indiana has one of the world's top producers of arrows. Pass out **Handout 1: A History of True Flight Arrow Company** and **Handout 2: True Flight Arrow Customer and Resource Accounts List.** Discuss the list of customers and resources. On a world map indicate the places where True Flight Arrow does business. Ask students why they think people in these countries use archery equipment. (Australia, for example, is known for its unique environment. Outdoor sports are very popular.) Ask if they are surprised that such a small company does business in so many places around the world. Explain that many businesses in their own community do business in other regions of the United States and around the world.

3. Divide the class into small groups of three to four students each. Pass out a copy of the *Indiana International Trade Directory* to each group. Have each group choose a business in the community that has ties to another country. Using **Handout 3: Sample Inquiry Letter,** have each group contact the local business and inquire about its international connections. (For alternative approaches to contacting businesses, see the Appendix to this unit.)

4. The Mineral Information Institute (http://www.mii.org/teacherhelpers.html) publishes free lesson plans that show students how many resources go into relatively simple products like pencils. These creative, interdisciplinary lessons may be used in the student research or as an introductory activity for the rest of the project.

5. Each group should create a display of information gained through its inquiries. The display should include a world map indicating areas of the world with which the local business trades and a brief profile of these countries or regions. Students should explore the question "What cultural or physical factors make these areas of the world likely trading partners?" Sample products, company literature, and copies of the correspondence should also be included. A short oral presentation describing the research could accompany the presentation of the display.

CLOSURE

Students should understand that there are costs and benefits to being so connected to the world. They can demonstrate this understanding by writing a "What if" one-page essay. Ask the students to relate their essays to their businesses. Examples of "What if" scenarios might be: What if there is a worldwide increase in the demand for corn-syrup-sweetened soda pop? What happens if a Middle East war forces prices of oil to an all-time high? What if a resource needed to produce your company's good or service is not available because of a war or a natural disaster?

EXTENSIONS/CONNECTIONS

1. Using the *Indiana State Festival Association Guide* (see Resources), students could identify festivals in the community. The best displays and presentations could be presented at the local festival. This would provide an opportunity for the students to highlight just how their community is connected to the rest of the world.
2. Have the students construct mileage signs denoting the number of miles raw materials travel to the local business and the number of miles the final good or service travels to reach the international customer.
3. Students could develop a hypertext studio or Power Point presentation highlighting the international connections of firms in the community. This could be used by the local development agency to help sell the community to prospective businesses. See the Appendix to this unit for a set of guidelines on how to locate and contact local international businesses.
4. Invite the community economic development person to your classroom to discuss the resources that your community has to offer. Students could produce a brochure that sells the quality of the resources in your community.
5. Take a field trip to a local business or industry. The students could see how resources are turned into intermediate or finished goods and services.
6. Contact True Flight Arrow Company and request a price list.

RESOURCES

- To receive a copy of the *Indiana International Trade Directory* contact the Indiana Department of Commerce, International Trade Division, tel. 317.233.3762; e-mail Parmstrong@commerce.state.in.us
- To obtain the *Indiana State Festival Association Guide*, contact the Indiana State Festival Association, tel. 800.291.8844; http://www.visitindiana.net/festivals.html
- Mineral Information Institute: http://www.mii.org/teacherhelpers.html

HANDOUT 1

A History of True Flight Arrow Company
Monticello, Indiana

True Flight Arrow Company, Inc., can trace its roots back to the year 1932, when a Prudential Insurance Company supervisor by the name of Harry Cole started making archery equipment for himself and his friends. Before long, he was making equipment for general retail sales. After two years, Harry had enough business for himself and a few employees to make arrows out of a room in his basement. This fast-growing business soon became Harry's life work. He retired from his insurance job and devoted himself fully to his new vocation. In 1939, Harry moved his business to an old log roadhouse in Monticello that had been shut down by the state excise department. It was also during 1939 that the company was incorporated.

In 1968, the company was facing bankruptcy. Harry and his wife had died the year before, and his daughter was struggling to keep the company afloat. It was at this point that Ray Gooding, one of three founders of the Kmart sporting goods department, entered the picture. Ray was currently a regional manager for Kmart and had come to True Flight to purchase additional arrows. What Ray saw was an opportunity to buy a company that had a quality name and save it from bankruptcy. With a personal loan from Indiana National Bank, Ray bought the company in 1968. For two years, Ray and his wife, Edith (a consultant for Helena Rubenstein Cosmetics), spent their weekdays at their existing jobs and their weekends at True Flight, working on paperwork and machinery. In 1970, both retired and dedicated themselves fully to True Flight. The company has enjoyed incredible growth. Since 1968, sales for the company have increased from $59,000 to $12,000,000. International customers are located around the world.

The growth enjoyed by the company is due to three simple philosophies: 1) produce the highest- quality arrows in the world; 2) ship the orders on time and in full when the customer requests it; and 3) provide the best customer service possible. Quality products and prompt, complete shipments are possible because of the investment the company has made in specialized machinery. All of the equipment in the manufacturing facility has been designed, built, and maintained by Ray and his employees. True Flight takes great pride in its ability to keep its equipment efficient, cost effective, and up to date.

HANDOUT 2

True Flight Arrow Customer and Resource Accounts List

UNITED STATES CUSTOMERS (PARTIAL LISTING)

Accurate Archery—Lake Hopatcong, New Jersey
Goodlett's Archery—Mackville, Kentucky
Lunker's Bait & Tackle—Edwardsburg, Michigan
Tree Top Archer—Sarasota, Florida
Bill Hicks Co.—Plymouth, Minnesota
Cadron Ridge Archer—Greenbrier, Arkansas
Broadway Hardware & Gifts—McAllen, Texas
World Wide Distributors—Seattle, Washington
V.F. Grace—Anchorage, Alaska
C.W. Enterprises–Paradise, Colorado
S.W. Archery–Albuquerque, New Mexico
Western Hoegee–Glendale, California

EXPORT ACCOUNTS (PARTIAL LISTING)

Canadian Tire Corp.—Toronto, Canada
Adinolifi—Monza, Italy
Magnum—Budapest, Hungary
Genoa Engineering—West Midland, England
Highland Archery—Melrose Park, South Australia, Australia
SAPA Archery–Valence Cedex, France
UTILIF–Reykjavik, Iceland
Ace Leisure—Auckland, New Zealand
Abbey Archery—Chatswood, Australia
Black Flash Archery—Koenitz, Germany
ARCO–Lisboa, Portugal
Bignami—Ona, Italy
Ingroarco–Firenze, Italy
Rock & Fun Trading Co.—Kowloon, Hong Kong
Zasdar–Barcelona, Spain

PARTS PURCHASED

Plastic Vanes—Prescott Valley, Arizona
Feathers—Douglas, Arizona
Aluminum Shafts—Salt Lake City, Utah
Wood Shafts—Myrtly Point, Oregon
Points—Glenwood, Minnesota
Blades—Cooperstown, North Dakota
Inserts, Bullet Points, Field Points—Odessa, Florida

HANDOUT 3

Sample Inquiry Letter

Date

Mr. John Local
Local Can Company, Inc.
P.O. Box 000
Anytown, IN 00000

Dear Mr. Local:

I am a seventh-grade student at Anytown Middle School. My class is working on a project in world geography class to discover how Indiana is connected to the rest of the world through local business and industry.

I would appreciate any of the following information:

1. The countries to which your company exports your products.
2. The countries from which your company imports products.
3. The origin of any of the machinery/equipment your company uses.
4. A sample or picture of your product.

We will begin mapping the import and export countries connected to our community on _______. If you can send us information by that date, we will be able to include it in our project. We would be very grateful for any information you could provide.

Thank you for your help.

Sincerely,

[Signature]

Student's name, Grade 7
Anytown Middle School
100 Middle School Road
Anytown, IN 00000

LESSON 3

Indiana in Motion: You Can Get There from Here

LESSON DESCRIPTION

This lesson explores Indiana's physical connections to the world through transportation systems, including road, rail, air, and water.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify Indiana's highway, waterway, and rail routes and trace their national and international connections;
2. Locate key air and port facilities and explain their relationships to other modes of transportation;
3. Use a map to identify Indiana communities and explain how they are connected to the world by transportation and communication systems;
4. Research the systems which are used to transport products, people, and ideas from Indiana to the world;
5. Hypothesize about ways that Indiana's transportation infrastructure brings Indiana closer to other parts of the world and other parts of the world closer to Indiana;
6. Identify examples of public goods in their own community.

KEY IDEAS

Infrastructure. Systems which support development, including transportation, communication, education, utilities, etc.

Mode of transportation. Type of transportation technology, such as rail, aviation, highway, or maritime.

Intermodal transportation. Movement of persons or goods involving more than one type of transportation.

Hub. A transfer point between two or more modes of transportation.

Export markets. Markets for Indiana goods in other countries.

Public good. A good that the market is either unable or unwilling to provide. Public goods are usually provided by the government. National defense and roads are two examples.

TIME REQUIRED

One or two class periods.

MATERIALS

- **Handouts 1, 2, 3, 4, and 5**
- Overhead projector
- Transparencies of **Handouts 1-4**
- Outline maps: Indiana, the United States, the World (pages 37-38)
- Indiana road maps
- U.S. atlas
- Marker pens in blue, red, and other colors
- Gold stars or other stickers
- **Handout 6: Did You Know? Card: Ports of Indiana**

PROCEDURES

1. Ask students if they have ever heard the expression "You can't get there from here." Do they think that this saying is true, as far as their own community or the state of Indiana is concerned? Provide each student with a copy of **Handout 1: Indiana Roadways** (scale for map is 2.5" = 100 miles; 1.5" = 100 km; 63mm = 100 miles; 39.5mm = 100 km). On an Indiana road map, have students identify interstate highways passing through Indiana and trace them in red marker pen. Other major routes should be traced in blue ink. Have students use the map to locate Indiana cities and their own community.

2. Discuss the terms *infrastructure* and *mode of transportation*. Ask students to describe the types of infrastructure and mode of transportation that they have highlighted on their maps so far. How do they think that these systems support different types of development in their community?

3. Have students use **Handouts 2, 3, and 4** (scale for maps is 2.5" = 100 miles; 1.5" = 100 km; 63mm = 100 miles; 39.5mm = 100 km) to identify additional modes of transportation, including rail, air, and maritime, and indicate these modes on their maps with different colors. Explain that these are examples of public goods provided by government because they are too expensive or not worth the risk for people to provide on their own.

4. Layer transparencies of **Handouts 1-4** on top of one another to demonstrate the complexity of Indiana's *intermodal transportation* system. Have students identify major *hubs* (see **Handout 5**), where transfers from one mode of transportation to another can take place, and use stars to designate these places on their maps. How do these places relate to natural geographic features in Indiana? Which hubs and modes of transportation serve the students' own community? How do these modes of transportation connect Indiana to other states and other parts of the world?

5. Using an atlas and an outline map of the United States, have students trace four modes of transportation from Indiana to U.S. cities that have major ports or other international transportation facilities (e.g., Chicago, St. Louis, New York, Los Angeles, New Orleans, Dallas, Houston, Atlanta). Discuss with

students the factors to be considered in choosing modes of transportation for different types of goods. (Some factors might be cost, speed, volume to be transported, security, and location of destination.)

6. Hold a roundtable discussion on the importance of Indiana's physical connections to the world. Ask students to consider the implications of being in closer contact with the rest of the world. What kinds of changes can increased international contacts bring to Indiana? What changes might be taken to other countries?

CLOSURE

Ask students to consider the expression "You can't get there from here" once again. Does this seem to hold true for Indiana? Have students suggest new ideas for an expression or motto that describes Indiana's transportation system and its international connections. Student maps and mottos can be displayed on a bulletin board or around the room.

ASSESSMENT

Have students develop an export plan for a local or nearby product. On a world map, have them trace the paths and describe the modes of transportation they would use to move that product to Indiana's major export destinations, including Canada, Japan, the United Kingdom, Mexico, and Germany. As an alternative, have students imagine that they plan to travel to each of these countries on business and develop travel plans using different modes of transportation.

EXTENSIONS/CONNECTIONS

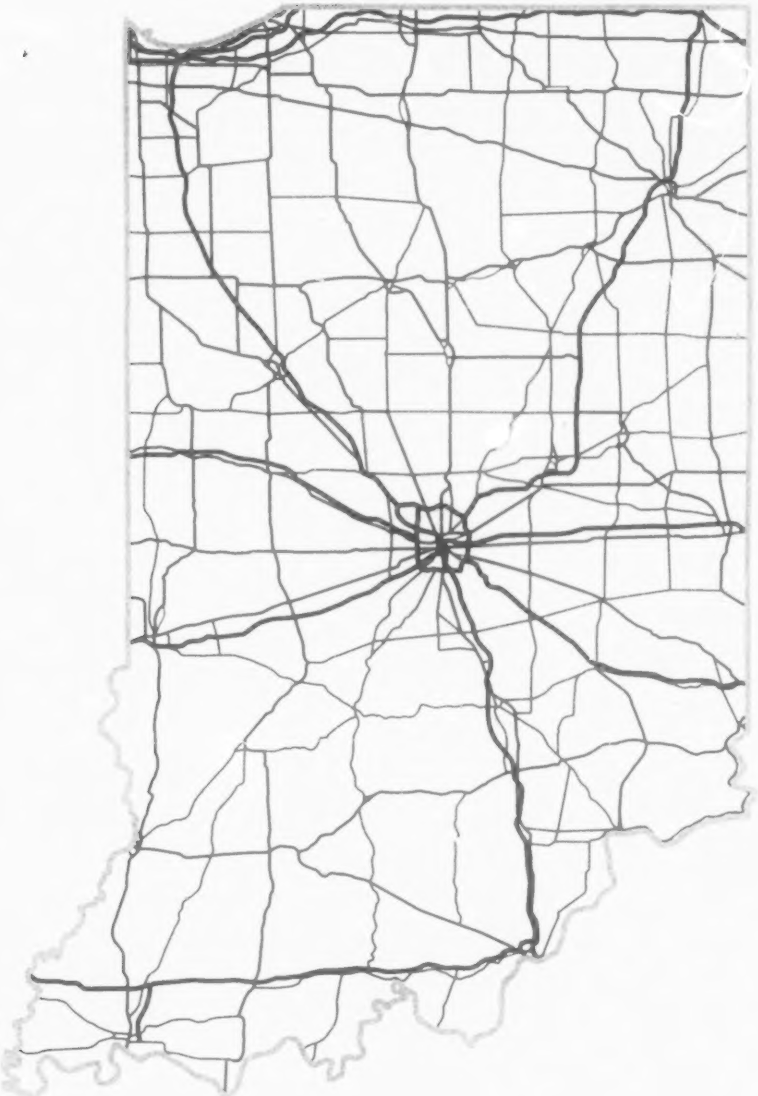
1. Have students write to local businesses to ask where the products they produce are exported (see Theme III, Lesson 2) or where the products they sell come from and the modes of transportation used.
2. Interview a local business person to learn how a local product is transported to other states or countries.
3. Research Indiana's ports (see: **Did You Know?: Ports of Indiana**). If possible, plan a field trip to one of the ports to learn about the economic activities it supports.
4. Another way to think about Indiana's connections to the world is through the Internet. Go to the Cyberspace Atlas at http://www.cybergeography.org/atlas and see how Cyber-geographers visualize our virtual ties to the rest of the world.

RESOURCES

- Official website of Indiana's public port system, including Burus Harbor International Port, Southwind Maritime Center, and Clark Maritime Center: http://www.portsofindiana.com

HANDOUT 1

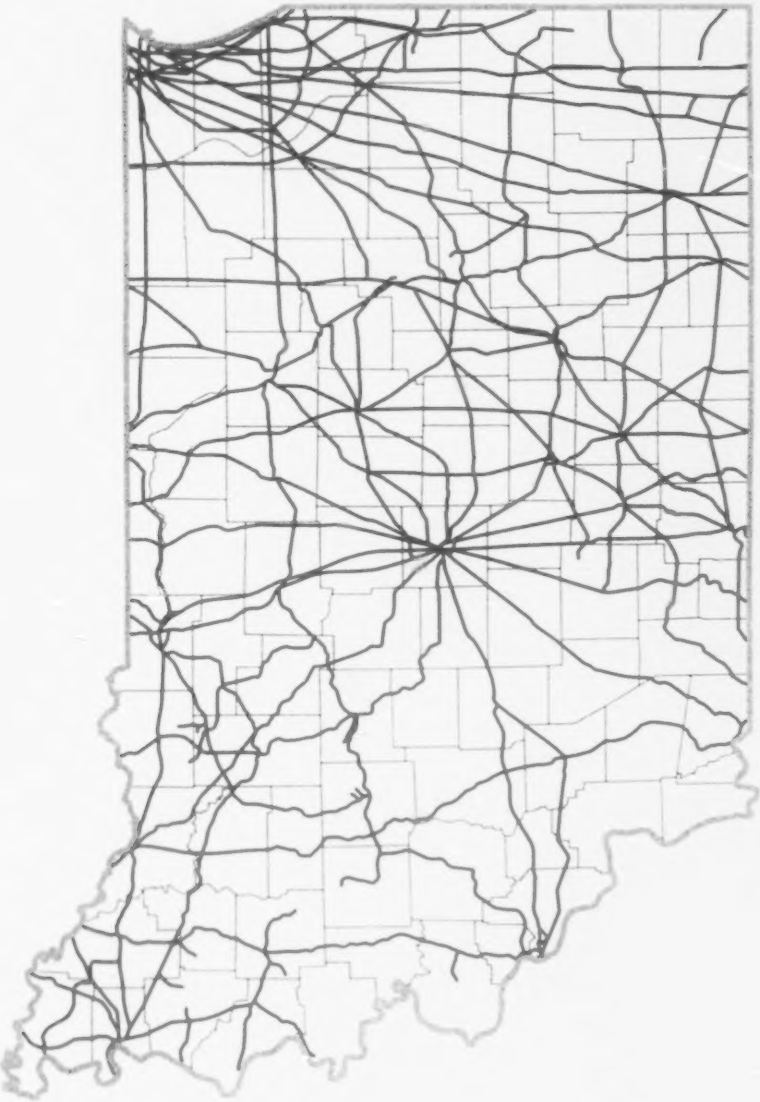
INDIANA HIGHWAY NETWORK



Source: *Intermodal Management System*, Indiana Department of Transportation, 1997.

HANDOUT 2

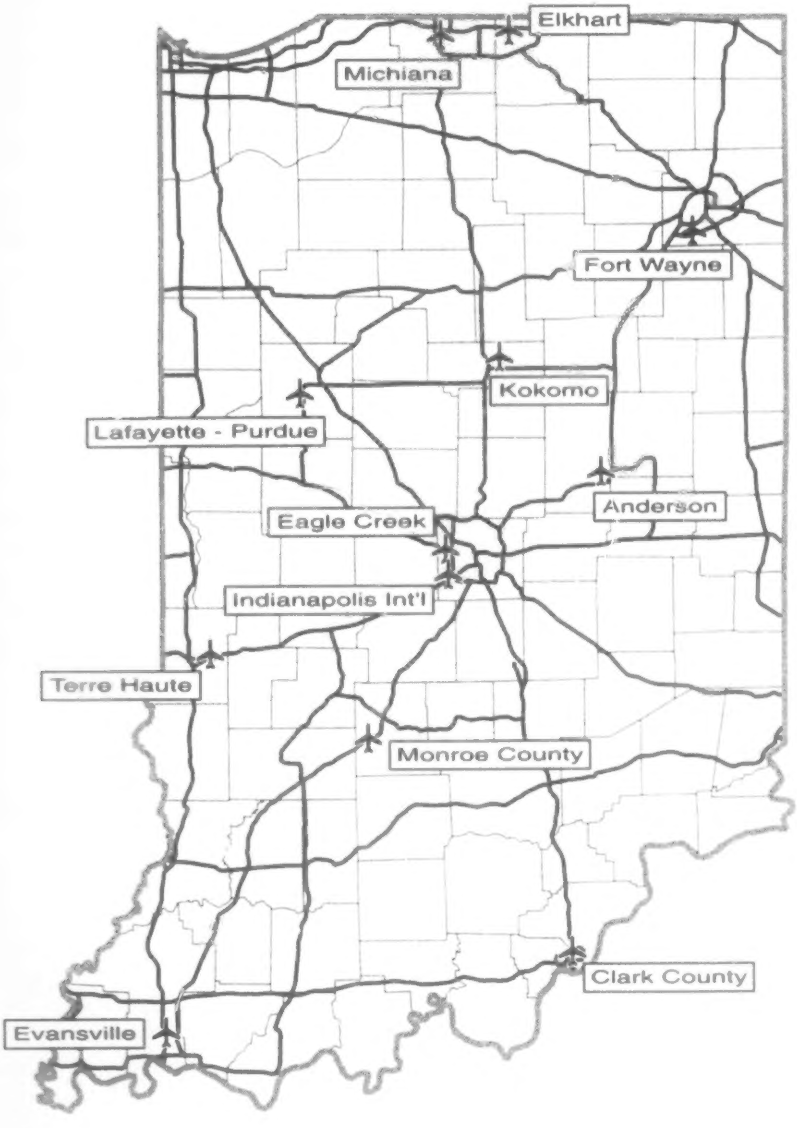
INDIANA RAILROADS



Source: *Intermodal Management System*, Indiana Department of Transportation, 1997.

HANDOUT 3

MAJOR AIRPORTS


Elkhart
Michiana
Fort Wayne
Kokomo
Lafayette - Purdue
Anderson
Eagle Creek
Indianapolis Int'l
Terre Haute
Monroe County
Clark County
Evansville

Source: *Intermodal Management System*, Indiana Department of Transportation, 1997.

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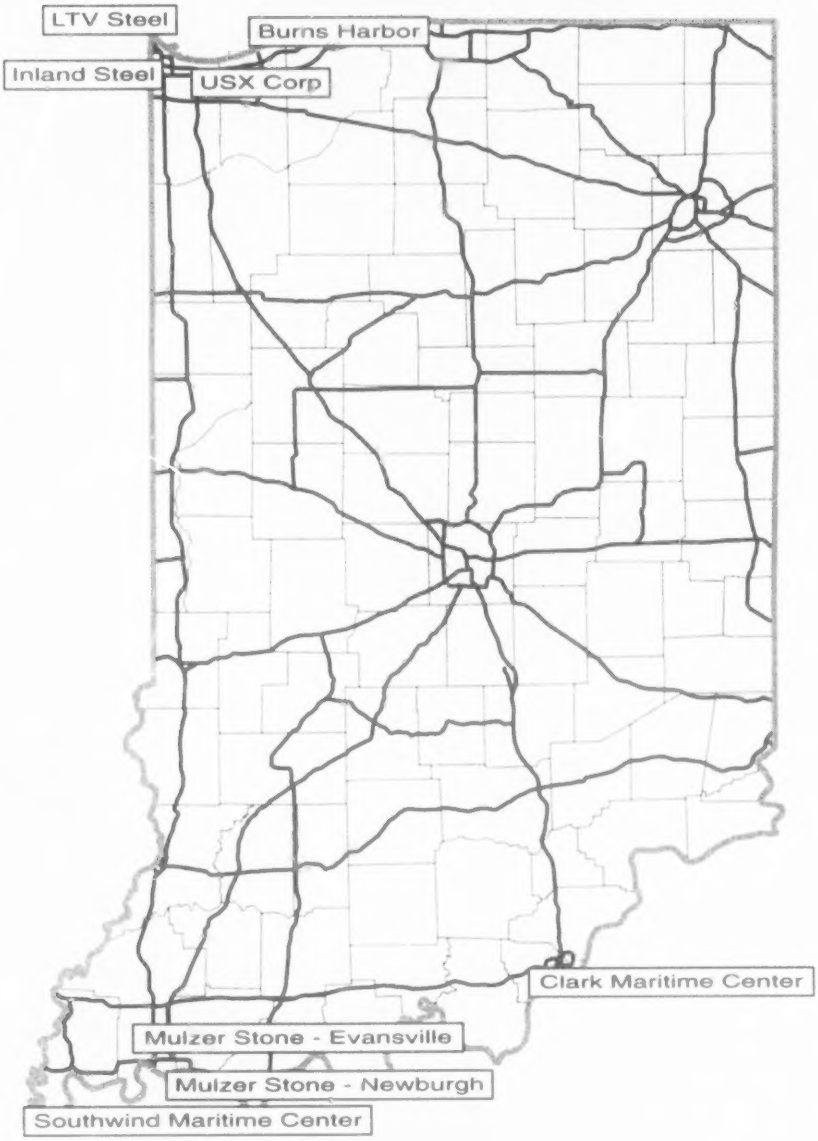
HANDOUT 4

PORT FACILITIES


LTV Steel
Burns Harbor
Inland Steel
USX Corp
Clark Maritime Center
Mulzer Stone - Evansville
Mulzer Stone - Newburgh
Southwind Maritime Center

Source: *Intermodal Management System.* Indiana Department of Transportation, 1997.

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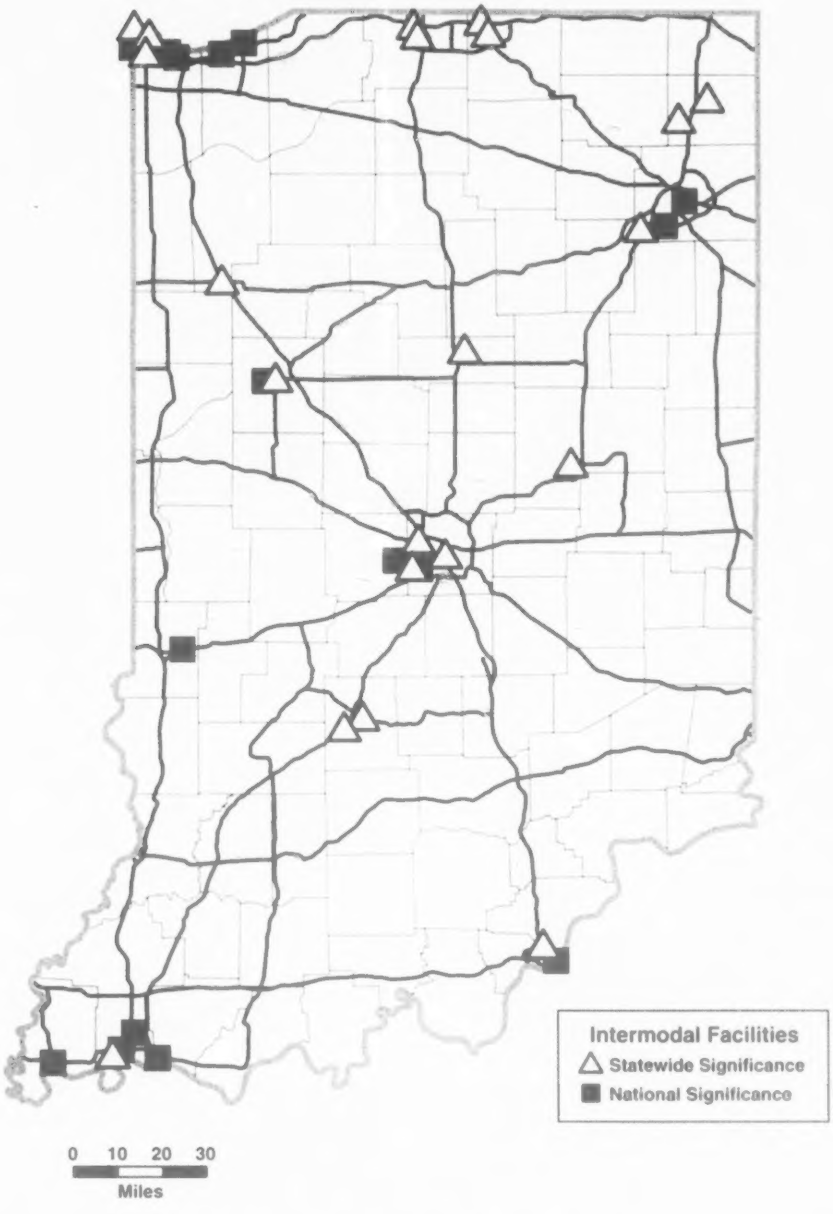
HANDOUT 5

INDIANA INTERMODAL FACILITIES


Intermodal Facilities
△ Statewide Significance
■ National Significance
0 10 20 30
Miles

Source: *Intermodal Management System*; Indiana Department of Transportation, 1997

HANDOUT 6

DID YOU KNOW?

PORTS OF INDIANA

Indiana's waterways and ports play critical roles in moving goods to domestic and world markets. No oceans lap our boundaries, but Indiana is blessed with ample waterborne trade. The Ohio River flows along our southern boundary, and Lake Michigan washes our state's northwestern shore. Hoosier farmers and manufacturers are able to use the state's waterways to ship agricultural commodities and manufactured goods south on the Ohio and Mississippi rivers to New Orleans on the Gulf of Mexico and east via the Great Lakes/St. Lawrence Seaway to Europe and the world. Today, Indiana's International Port and the two public ports on the Ohio River are thriving centers of maritime commerce. More than $2 billion in private investment has helped create 5,700 family-wage jobs in Indiana. Indiana's public ports are a tribute to the vision of an earlier generation of Indiana government and business executives.

Three major ports, moving many different types of materials, are operated by the state of Indiana:

- The International Port at Burns Harbor, Portage: grain and all types of steel;
- The Southwind Maritime Center, Mount Vernon: coal, grain, logs, and soybeans;
- The Clark Maritime Center, Jeffersonville: steel rods, steel coils, scrap, steel, paper, hardboard, corn, soybeans, wheat, oats, salt fertilizer, sand, aggregate, machinery, concrete, logs, pig iron, gypsum, and glass.

Other ports are operated by specific industries, including LTV Steel, Inland Steel, USX Corporation, and Mulzer Stone.

A port serves but one purpose, the transfer of freight from one mode of transportation to another. In order to be cost effective, that transfer must be fast and efficient. In Indiana, products usually reach our ports by rail or highway for transfer to ships. Water routes offer an extremely efficient way to move a large volume of material. This is particularly cost effective for bulk commodities that do not require speed of shipment. The ports of Indiana do not necessarily send the commodities directly to a foreign port. Often the materials are sent to ports along the Great Lakes/St. Lawrence Seaway, or along the Ohio, or the Mississippi River for further manufacturing. Eventually, the finished product is shipped to other ports all over the world.

For further information on Indiana ports: www.portsofindiana.com

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APPENDIX

FINDING GLOBAL CONNECTIONS IN YOUR BACKYARD:

HOW TO LOCATE AND APPROACH LOCAL COMPANIES WITH INTERNATIONAL CONNECTIONS

Indiana exports reached an all-time high of $13.47 billion in 1999. Those exports came from companies located all over the state of Indiana. These firms manufacture a variety of products: bath rugs, blood analyzers, cold-rolled steel, and Ping-Pong tables. Their size varies from 10 employees to over 7,000. Foreign investment is also important to the state. There are close to 200 Japanese-owned companies in Indiana employing nearly 35,000 Hoosiers.

LOCATING COMPANIES

The chances are very good that there is a company in your community that exports, imports, or is foreign owned. There are a variety of ways to locate these companies.

- First, begin by asking your students where their parents work and whether their parents' companies currently export or import. The parents do not need to be in management positions. They could be involved in purchasing, engineering, or packaging.
- The business section of your local paper might carry stories about area companies that export. Your paper's business editor or business reporter might be able to tell you who is active in international trade in your community.
- Your community's chamber of commerce or local economic development organization is also a source of information. These organizations are very familiar with local businesses and may be able to refer you to a company involved in international commerce.
- World Trade Clubs (WTCs) are regional organizations of local businesses involved with international trade. There are currently five World Trade Clubs in Indiana. See page 141 in the Resources section for a complete list.
- The Indiana Department of Commerce (IDOC), International Trade Division is the export- promotion arm of the Indiana State Government. IDOC trade specialists work with small and medium-sized companies to enhance their export abilities. IDOC has foreign offices in Europe, Asia, Africa and Latin America. The International Trade Division is a good source of export statistics for Indiana. Contact: IDOC, One North Capitol, Suite 700, Indianapolis, IN 46204; tel: 317.233.3762; http://www.state.in.us/doc/
- The U.S. Department of Commerce International Trade Administration (USDOC-ITA) offers a variety of services through the U.S. Foreign and Commercial Service at U.S. embassies worldwide, Indianapolis Export Assistance Center works with companies in Indiana interested in exporting to global markets. Contact: USDOC-ITA, Pinewood One, Suite 106, 11405 N. Pennsylvania St., Carmel, IN 46032; tel: 317.582.2300; http://www.ita.doc.gov
- There are a couple of useful Indiana-focused trade directories. One of these is the *Indiana International Trade Directory*, compiled by the Indiana Department of Commerce (IDOC) and published by *Indiana Business Magazine*. Updated annually, this directory lists companies, by product line, that are active in international trade. It is a very useful tool if you want to identify Indiana com-

panies that export to a particular area of the world. To obtain a copy of the directory, contact the International Trade Division of IDOC, tel. 317.233.2672; e-mail parmstrong@commerce.state.in.us

- Another useful trade directory, although not specifically international, is the ***2000 Harris Industrial Directory for Indiana***. This directory, which is available at most public libraries, lists Indiana manufacturers by city or town. It does not indicate whether or not the company is international, but it will list basic contact and product information.
- The PSI/Cinergy Map of Indiana Companies with Foreign Investment lists by geographic locations nearly all foreign-invested companies in Indiana. A copy is included with this set of lesson plans.
- If you still have a question or are uncertain of where to go, call the Indiana University International Resource Center at 812.856.5523.
- If possible, see if one of the organizations above can recommend a company and a contact person at that company. It is always easier to make contact with a company if you have a specific individual to reach.

CONTACTING COMPANIES

Here are some guidelines for contacting companies you would like to know more about.

Telephone Call

Identify who you are and why you are calling. "Hello, my name is Harry Hoosier. I am a student at Middletown Middle School. Our class is researching local companies that export to Asia. Is there someone there I could talk to about this?"

When doing a telephone interview, please remember these tips:

- Prepare a list of questions in advance.
- Have paper and pencil ready to take notes.
- Do not take up too much of the person's time–10 to 15 minutes maximum.
- In some cases, it is best to call and make an appointment for a phone interview at a time that is convenient for the person you are calling.

Letter

If you or your students are contacting multiple companies in your area, you may want to write to them first, before you call. Please use a standard business letter format (see example below).

October 1, 2000

Mr. Harry Hoosier, President
Acme, Inc.
111 Indiana Drive
Middletown, IN 44444

Dear Mr. Hoosier:

Our Economics class at Middletown High School is researching businesses in this community that export products to Asia. We would like to gather more information about your company and its international markets.

Could you please let me know who would be the best person in your organization to contact and the time of day when it would be most convenient to call? A response by letter, telephone, or email would be most helpful.

Thank you for your assistance.

Sincerely,

Bobby Boilermaker
Student
Middletown High School

Meeting

After an initial telephone call, your students may want to visit the company to become more familiar with their products and operations. Hosting an entire class for a company visit or factory tour requires much time and effort from a company. Your students may gain much more from having a business person come to visit your school. You may also want to assign two or three students to visit a company and report back to the class. If a visit is arranged, please remember these tips:

- Obtain permission first. Write or call the company and ask permission. Do not allow students to show up at the company without first making an appointment. No more than two or three students should attend the meeting. They should dress neatly and bring pads and pens for notes.

- Prepare in advance. Does the company have a website you can look at? Is there a newspaper article you can read about the company or its industry? What does the company manufacture? What questions will you ask? Assign questions to each group member.

- Be on time. Give yourself enough time to reach the company, and ask for directions in advance if you are unsure where the company is located. What entrance should you use? Some companies have more than one building or entrance.

Acknowledgments

Please acknowledge a company's assistance! A letter of thanks from the students or teacher to the individual who assisted you will be appreciated. If you have some tangible result from your research, you can include a copy. If the person who assisted you is not the president of the company, please send a copy of your letter of acknowledgment to the president or supervisor of the person you are thanking.

THEME 4
TRANSITIONS

INTRODUCTION

Given Indiana's vital role in the world economy, it is important that our students understand the full impacts of international trade—positive and negative—so that they can vote and lobby for legislation as informed citizens. Although the gains from trade are widely recognized, it is important to consider the costs to communities that lose major industries because of an inability to compete or because of a decision to move the jobs abroad. These losses are often short-term and considered a cost of transition. These transition costs manifest themselves in a variety of ways, including influences on the local culture, environment, and economy.

The effects of international trade are often felt in all sectors of society. The impact on culture is evident in language changes brought on by the introduction of new marketing strategies. The impact on the neighborhood may also be significant as large-scale multinational firms compete with locally owned businesses. In most economics textbooks, authors spend a great deal of space discussing the gains from international trade, trade barriers and their effects, and exchange rates and the effects of their changes on international trade. Yet it seems that little attention is paid to the very real effects of economic "transitions" that result from the increasing globalization of our economy.

These lessons focus on the impact of international trade in a variety of areas. Lesson 1 looks at local examples of international trade. Lesson 2 looks at the impact on the environment. Lesson 3 is a case study of Thompson Consumer Electronics and its decision to move operations from Bloomington, Indiana, to Juárez, Mexico. This lesson is designed so that teachers can easily adapt it to explore the effects of transitions in their own or nearby communities. Lesson 4 examines skills students will need to be successful in a global economy.

ACADEMIC STANDARDS

Social Studies

Economics. Students should be able to:

- Compare and contrast how education and technology influence productivity and economic development;
- Explain the role of government in the allocation of resources in a market economy;
- Explain the importance of labor productivity to individuals, firms, and nations by explaining how labor productivity affects income, production costs, and national standards of living;
- Explain why nations trade goods and services and explain the impact of trade on the economies of the nations involved.

Geography. Students should be able to:

- Analyze the patterns and networks of human economic interdependence;
- Explain how natural and human characteristics of the local environment can and should enter into decisions about production of good and services.

Related Content Areas: U.S. Government, Sociology, U.S. History, Language Arts

LESSON 1

What Business Should I Open?

LESSON DESCRIPTION

This lesson provides teachers with the opportunity to review concepts learned in previous lessons. Students identify the resources of Logansport, Indiana, by examining maps of the city and surrounding areas. They then choose a unique good or service to produce and justify their choice based on such factors as location, market, and transportation routes. Students also read about three businesses from Indiana that are doing business globally. Finally, students look at the resources of their own communitjes in order to identify possible business opportunities.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Explain how local resources allow entrepreneurs to produce goods and services for national and inter national markets;
2. Explain, with examples, how cultural and geographic factors influence the decisions made by businesses in Indiana;
3. Express their opinions about how their own community fits into the international arena;
4. Locate an Indiana community and explain how it is connected to other regions of the state, nation, and world.

KEY IDEAS

Entrepreneur. An entrepreneur is a person who takes risks to start a business. An entrepreneur organizes other productive resources.

Productivity. Productivity measures how many goods and services are produced over a period of time. It is usually measured as "output per hour."

Technology. The science of production. The introduction of technology to the production process usually increases productivity.

TIME REQUIREMENT

Two class periods

MATERIALS

- **Visual 1: A View of Logansport, Indiana**
- **Handout 1: Where is Logansport, Indiana?**
- **Handout 2: My Business Plan**
- **Handout 3: Case Study: Berg Bows, Inc., Bloomington, Indiana**
- **Handout 4: Case Study: Task Force Tips, Valparaiso, Indiana**
- **Handout 5: Case Study: Gettelfinger Popcorn, Palmyra, Indiana**

PROCEDURES

1. Ask students if they have ever wanted to own their own business. Brainstorm types of businesses that they would be interested in owning. List these on the board. Remind students that businesses produce both goods and services. Review what resources exist in the community that might help them in producing goods and services.
2. Show **Visual 1: A View of Logansport, Indiana**. Ask students to identify any resources they see. Examples would include schools, roads, factories, and people. Classify these resources into the three basic categories: human, natural, and capital.
3. Pass out **Handout 1: Where is Logansport, Cass County, Indiana?** Ask students to show how Logansport is connected to other regions. How does movement play a part in Logansport's being a community?
4. Ask students to show how goods and services produced in Logansport can reach regions outside Indiana and the United States. Correct answers include State Road 25, State Road 24, airport, telephone lines(World Wide Web), and satellite dishes.
5. Pass out **Handout 2: My Business Plan**. Have students answer the questions about a business they would like to start in Logansport. Students may work together if they can justify the reasons for working together. Justifications might be wanting to start a partnership or corporation or sharing expertise.
6. Have students present their business plans to the rest of the class. Make sure that they are able to justify producing the good or service based on resources that exist locally. Mining gold would probably not be a reasonable economic activity in Logansport.
7. Pass out **Handouts 3, 4, and 5**. Have students read the case studies and answer the following questions: What good or service does the company produce? How did it first develop its international market? What special techniques does it use to service its customers in other nations? Ask the students if they considered expanding their own business plan to service customers outside Indiana? Discuss what ways they could change their business plans to include international commerce. Suggestions include the Internet, other telecommunication technology, and catalogs.

CLOSURE

Review the resources of your local community. Discuss the ties to other regions in Indiana and to places outside of Indiana. Explain to the class that many businesses often begin with the same brainstorming and resource identification process that they just performed.

ASSESSMENT

Have students write a class letter to the editor of a community newspaper supporting an international festival or other community activity. In the letter, they should emphasize their community's ties to other regions of Indiana or the World. These connections might be sister community relationships with other communities or the international business done by local businesses. They could also point out the local availability of products produced in other regions of the U.S. or the world. The letter should include a discussion of local resources and how those resources affect the relationship that your community has with the rest of the world.

EXTENSIONS/CONNECTIONS

1. Have students do a survey of local businesses and determine how many of them have resources or customers in other parts of the world. Have them use the information to create a display of your community's connections to the rest of the world.

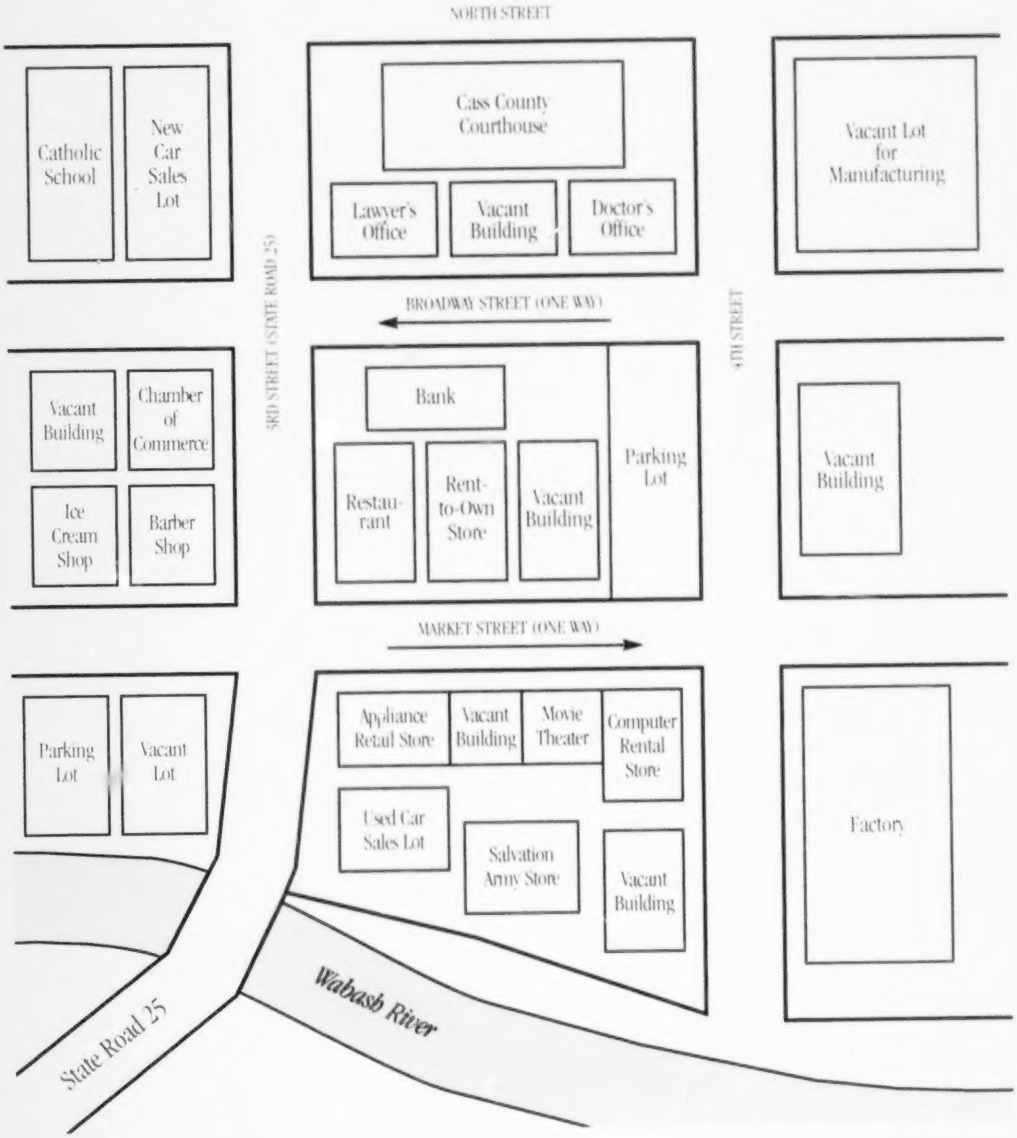
2. Have students use the local historical society to research the business relationships your community had in the past. Have them interview people of the community who worked in these businesses and create a publication or website which includes this information.

RESOURCES

Procter & Gamble publishes a series of lessons that show students how they fit into a global economy. The publication is called *Global Visions* and is available at no charge. Contact Learning Enrichment, Inc., P.O. Box 415, Pennington, NJ 08534-9938 to order classroom sets of the material.

VISUAL 1

A VIEW OF LOGANSPORT, INDIANA


NORTH STREET
Catholic School
New Car Sales Lot
Cass County Courthouse
Lawyer's Office
Vacant Building
Doctor's Office
Vacant Lot for Manufacturing
3RD STREET (STATE ROAD 25)
BROADWAY STREET (ONE WAY)
4TH STREET
Vacant Building
Chamber of Commerce
Ice Cream Shop
Barber Shop
Bank
Restau-rant
Rent-to-Own Store
Vacant Building
Parking Lot
Vacant Building
MARKET STREET (ONE WAY)
Parking Lot
Vacant Lot
Appliance Retail Store
Vacant Building
Movie Theater
Computer Rental Store
Used Car Sales Lot
Salvation Army Store
Vacant Building
Factory
State Road 25
Wabash River

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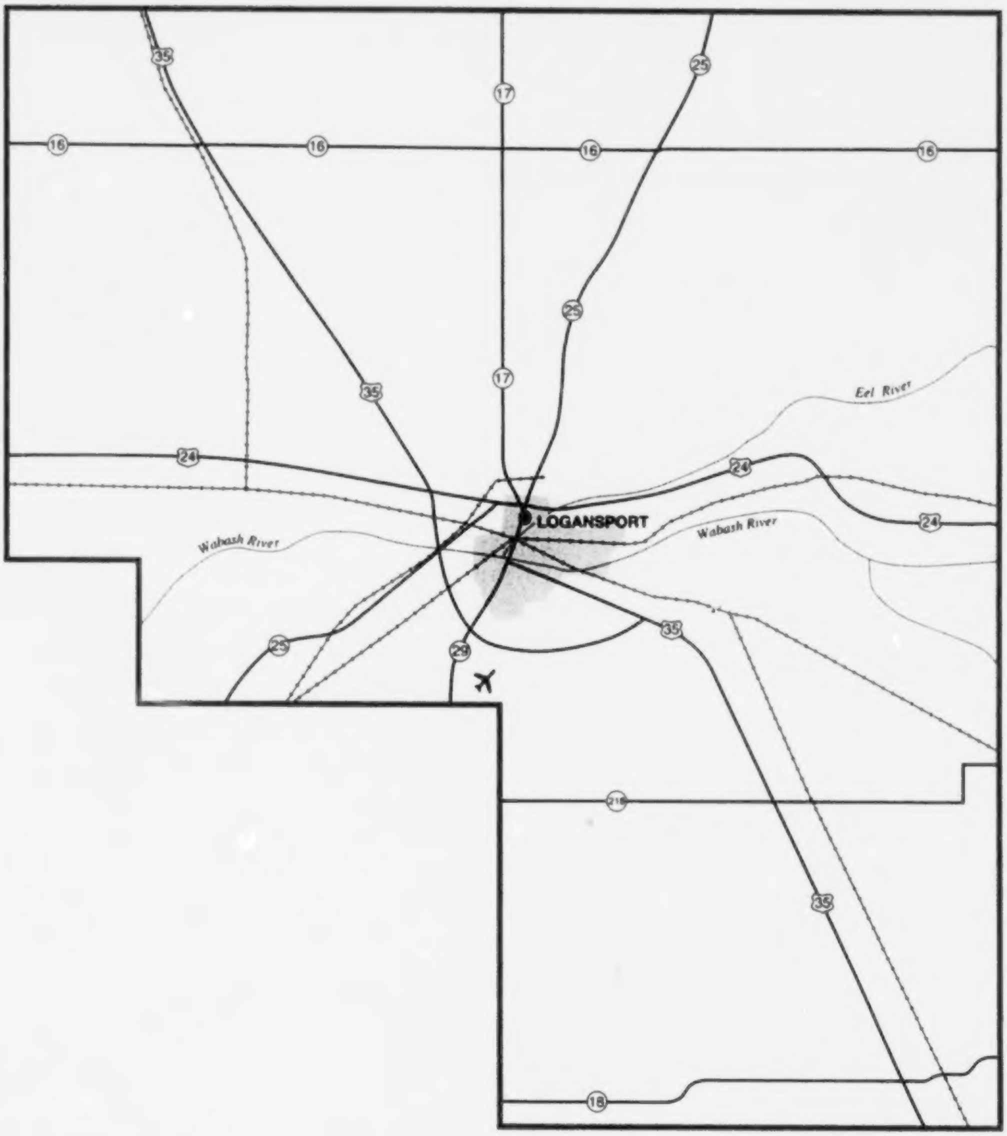
HANDOUT 1

WHERE IS LOGANSPORT, CASS COUNTY, INDIANA?


35
17
25
16
16
16
16
25
17
35
Eel River
24
24
24
LOGANSPORT
Wabash River
Wabash River
25
29
35
218
35
18

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HANDOUT 2

MY BUSINESS PLAN

Name of Business:

Owner(s) of Business:

Good or Service Produced (Explanation)

Type of Business (Explanation)

Productive Resources Needed:

Local Infrastructure to Support Business:

Production Plan (How will I produce my good or service?):

Marketing Plan (Who will buy my good or service, what price will I charge, how will I get them to buy it?):

Location of Business (Explanation)

HANDOUT 3

CASE STUDY: BERG BOWS, INC., Bloomington, Indiana

By Chris McGrew, Indiana Department of Education

Bloomington is known for more than just college basketball and limestone quarries. Indiana University has an acclaimed School of Music. That is one of the attractions that brought Mr. Michael F. Duff to IU in the early 1970s. The native of New Zealand came to Bloomington to teach biology at the university. He also came to study music and to exercise his talent for crafting and repairing stringed instruments. Mr. Duff found a clientele for his unique craft, and his true vocation began.

Building on the work of Mr. Irving Fink and Mr. Robert Berg, Mr. Duff began constructing bows for stringed instruments such as violins, violas, and cellos. Fink and Berg had developed a way of constructing high-quality bows out of a composite material at a fraction of the cost of their French all-wood competition. Mr. Duff had found a marketable product and began a partnership with Mr. Berg. Berg Bows was established in 1985. Today Berg Bows' clients include dedicated students, university professors, orchestra players, soloists, concertmasters, and renowned virtuosos from all around the world. Not bad for a small business located in southern Indiana. How has Berg Bows gained such prominence in the world of stringed instruments? The answer is high quality and customer satisfaction. However, even the best product in the world can't be sold if the customer doesn't know about it. Berg Bows has used the World Wide Web to let its customers know about its products.

Berg Bows' clients want the best possible bow for the price they pay. The bows typically sell for between $2,500 and $5,500. A top-quality traditional French bow made of pernambuco wood may sell for as much as $80,000. Since knowledgeable players have determined that Berg bows can perform as well as the more expensive competition, the market for the product is huge. When the clients are happy with their purchases, Berg Bows wants them to tell their peers. The company website uses the praises and accolades of satisfied clients to advertise the bows. According to Mrs. Yvonne Pate, business manager of Berg Bows most customers follow up research on the Web with an e-mail or telephone call to the Bloomington company. Mrs. Pate has added an "Updates" link to the site that includes Frequently Asked Questions, Bow Care Tips, and excerpts from the company newsletter, *Berg Bows Bulletin*. She also updates customer comments regularly. Because many of its customers are international, the company may also add a secure order form to the site to allow payment in a quick and safe fashion.

The biggest advantage to allowing clients to purchase online is the fact that the "store" doesn't close. Orders can be taken 24 hours a day without having to allow for time zone differences. Professional-quality stringed instrument bows have a relatively large customer base spread all over the world. The Web allows

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Berg Bows to service that clientele. Clients of Berg Bows occasionally don't speak English. E-mail correspondence can be translated more easily than phone calls. E-mail also expedites the handling of customer questions and orders.

The World Wide Web has been a huge benefit for Berg Bows. It has allowed the company to establish itself as a quality producer and marketer of bows. It also enables the company to keep up on current trends in the industry. According to Mrs. Pate, "The World Wide Web has opened information, sales, and communication doors which were closed to small businesses in the past."

HANDOUT 4

CASE STUDY: TASK FORCE TIPS, VALPARAISO, INDIANA

By W. Spencer Valentine, Indiana Department of Commerce, International Trade Division

Doug McMillan calls the fire-fighting equipment industry "an interesting little market." That little market, however, is taking Task Force Tips—the Valparaiso, Indiana company that he and his brother Stewart run—all over the world.

From firehose nozzles to deluge guns that can shoot six tons of water per minute, Task Force Tips produces an assortment of fire-fighting products. The market for these products is substantial in the United States, but over the last five years, Doug and Stewart have brought about a very successful expansion into international markets. "Our products are used in departments throughout the European Union, the Middle East, and the Pacific Rim," says Doug. "In the Pacific, we do a lot of business with Korea, Malaysia, and Indonesia, and we're the predominate fire-fighting-equipment supplier to Australia and New Zealand."

Task Force Tips is not yet done selling to the Pacific. "Right now I'm concentrating on China," Doug continues. "That could be a huge market for our products. In fact, we're attending a trade show in Hong Kong in November."

The McMillan brothers realize that lots of companies are forced to seek foreign markets because they are suddenly faced with market saturation at home. "That leads to a mad scramble for the international market," Doug explains. "We started to plan expansion about seven years ago. It allowed us to take our time and enter those markets with a more objective approach."

That objective approach came down to three things: paying special attention to pricing considerations, forming alliances with smaller companies in those regions to support distribution, and making a concerted effort to modify products to meet varying market standards.

Willingness to meet varying international standards allowed Task Force Tips to successfully break into several European markets. "The more industrial nations of Europe—such as Germany, Britain, and France—have higher building codes and fire code standards than some of the others. Our willingness to meet those standards brought us into those markets. Even with the formation of the European Union, there's still a lot of differences among those countries. You've got to be willing to adapt to those differences," said Doug.

This approach has paid off immensely. Over the last two years alone, export sales have increased 1,000 percent. In fact, one out of every four nozzles that Task Force Tips produces is sold internationally. It is this kind of rapid growth that has led Task Force Tips to be recognized as Indiana's 1995 small-business exporter of the year by the U.S. Small Business Administration and as one of six winners of the 1995 Lieutenant Governor's Outstanding Indiana Business awards in Northern Indiana. "Task Force Tips is a fine example of a company that accepted the challenges of this new global economy," says Lieutenant Governor Frank O'Bannon. "They have invested in employee training programs, adopted new technologies, and explored the international trade arena."

Adopting new technologies is key to Task Force Tip's present and future success. It is regular company practice to add at least one new technology to the company's "menu" every 12 to 18 months. "Periodically, we'll gather the entire staff—sales, engineering, and management—into the office for a pizza party," says Doug. "It becomes a big development session. Everybody brainstorms ideas, and everybody contributes suggestions toward making those ideas the best they can be."

One such session led to the crossfire monitor, a safety valve that shuts down a fire hose when it hits the ground. Task Force Tips patented and introduced the monitor in 1993, and it resulted in a 20 percent increase in overall sales.

One unique characteristic of Task Force Tips is that many of the company's employees—Doug and Stewart included—are active firefighters. They are continuing the legacy of their father and Task Force Tips founder Clyde McMillan. Clyde was chief of a Civil Defense Fire Department in Gary, Indiana, when he founded Fire Task Force Innovations in 1971—the company that eventually became Task Force Tips. "My brother and I spent every weekend at Dad's fire department," says Doug. "We'd be there late rolling up hoses and get in trouble the next day for being late to school.

"Coming from a fire-fighting background and still being active in volunteer fire departments gives us and our company a lot of credibility. Firefighters see themselves as part of a brotherhood. If I'm talking to a chief in Riyadh or Sydney and he knows I'm a fellow fireman, his view of me as a salesman fades away.

"It's a very interesting little market."

HANDOUT 5

CASE STUDY: GETTELFINGER POPCORN, PALMYRA, INDIANA

By W. Spencer Valentine, Indiana Department of Commerce, International Trade Division

The year is 1936, the Depression is still gripping the country, and two Southern Indiana farm boys have a goal: a bicycle. The problem is, Mom and Dad do not have the money for such luxuries. So, Herbert and Irvin Gettelfinger get an idea and embark on a journey that will last a lifetime.

The boys decide to use a half-acre plot of land on the family farm in Palmyra, Indiana, to plant popcorn and earn the money to buy the bicycle. They plant the crop, care for it throughout the summer, then harvest and shuck it by hand. A nearby buyer for Kroger groceries purchases the bulk Gettelfinger crop. The result: a new bike and a tidy $10 profit.

Seeing opportunity, the Gettelfinger family built this early success into a family enterprise. They expanded production and continued selling the popcorn in bulk to Kroger, which had several stores by this time. As with so many other successful businesses, change was inevitable and necessary. The buyer no longer wanted 50-pound bags and insisted on smaller packages. So, in 1948, Gettelfinger Popcorn Co. built its first packaging facility and developed the label "Spee-Dee Pop." At the same time, the company expanded its product, offering white popcorn in addition to the original yellow.

A few years later, a new processing plant was built to meet changes in the business. The popcorn business became more scientific as consumers' popcorn desires changed. Customers were concerned with the size and type of pop (ball or butterfly), and the popcorn companies had to address this. The need to control and measure "popability" could be accomplished at this new facility.

During the first four decades, the business focused largely on domestic markets. "There was competition, but we could still run a healthy business here in the U.S.," says Herbert Gettelfinger. Eventually, Gettelfinger Popcorn needed to expand its sales focus. The company looked toward foreign markets. In the early 1980s, the Gettelfingers attended their first international trade show. According to Herbert, "At that show we made a few good contacts and sales and began learning how to sell internationally."

Herbert served as president and Irvin worked in production and processing for the enterprise until 1985, when Preston Farms, L.P. purchased the company. Today, the Gettelfinger brothers continue to work in the company they built, along with Leigh Anne Preston, vice president of sales and marketing, and Greg Pritchett, vice president of operations.

Since that first show, the company moved into other markets and slowly built its foreign sales, though mostly on a reactive basis at first. Today, Gettelfinger and Preston travel extensively throughout Asia, Europe, and Mexico, actively promoting their products, and they are finding success. In fact, Spee-Dee Pop and the company's other labels—Americas's Premium, Hoosier Gold, Heartland USA, and Kentucky Poppers brands–are now found in more than 50 countries around the world.

Gettelfinger Popcorn learned to access trade information and assistance through organizations such as the International Trade Division (ITD) and the Mid-America International Agri-Trade Council (MIATCO), an agriculture consortium made up of 12 member states. Using ITD's Trade Show Assistance Program and MIATCO's Marketing Promotion Program, the company attended several overseas trade shows in 1995.

That year, Gettelfinger became acquainted with ITD's European office and its director, Jim Sitko, prior to attending the ANUGA food show in Cologne. "Jim sent introductory letters to European buyers before the show. As a result, several people sought us out at the show," Herbert recalls. "His work was very helpful and was translated into more sales than we would have had."

The company also worked during the summer with ITD's East Asian Operations. Since that time, leads that were generated in Asia and funneled through ITD to Gettelfinger have proven valuable. Gettelfinger's growing name recognition and a curiosity about Indiana popcorn yielded an inquiry to ITD, which was passed on to the popcorn company. This contact resulted in a sale of 11 shipping containers to South Korea.

Today, international exports of Gettelfinger Popcorn account for 50 percent of the company's total sales, and the volume continues to expand. The days of selling 50-pound bags of popcorn to the local grocer have been replaced by traveling the world in search of sales. A lot has changed for the Gettelfinger Popcorn Co. since those early bicycle days, but it's been a successful journey.

LESSON 2

The Case of the Vanishing Farmland

LESSON DESCRIPTION

This lesson introduces students to the concept of scarcity. When productive resources are scarce, decisions about how to use those resources must be made. This lesson examines scarcity in terms specifically of land use. Students will see that the land their school building occupies is scarce. The land may not be used for farming or manufacturing. Someone decided that the best use of the land was for education. These decisions are made all of the time. Students will role-play different perspectives in a land-use simulation. They will then examine land use issues around the world.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Define the word scarcity and give examples;
2. Identify specific agencies and methods of resource management for farmland;
3. Give examples of urbanization and migration that have effected Indiana cropland;
4. Speculate about the influence of urbanization and migration on Indiana and other regions of the world.

KEY IDEAS

Urbanization. The tendency of people to move from rural areas to cities.

Scarcity. The idea that our wants are unlimited, but productive resources are limited. In other words, you can't have everything you want.

Resource management. The formal and informal way(s) by which people decide to use resources. Factors which may influence decision making and governing processes include technology, rules, organizations, and social values.

TIME REQUIRED

Two class periods.

MATERIALS

- Paper, colored pencils
- Outline map of county in which your school is located (may be obtained from county government office)
- **Visual 1: South Bend 1986**
- **Visual 2: South Bend 1998**
- **Handout 1: Land-Use Role Play**

PROCEDURES

1. Present a map of the county or community on the chalkboard or overhead projector. Have the students try to identify areas in their school corporation that were agricultural 30 years ago but are residential, commercial, or industrial today. (The students may require some help from the teacher on this .)
2. Have students estimate how many acres of land are taken up by their own school and ground. (This can be figured out approximately, since 4,840 square yards or 43,560 square feet equal one acre). Using an average yield of 160 bushels of corn or 50 bushels of soybeans per acre, what size of crop might your school land produce?
3. Ask students to consider the costs and benefits of using the land for a school building instead of food production.
4. Explain to students that there has been a decline of 675,000 acres of farmland in Indiana in the last decade. Ask students to hypothesize about how the farmer farmland is being used.
5. Show **Visuals 1 and 2**, demonstrating the changes in land use in South Bend, Indiana, from 1986 to 1998. Using the transparencies of the outline maps, the teacher will demonstrate the changes in land use in the last decade. Ask students to consider the people involved in these changes (e.g., farmers, business owners, home owners).
6. Conclude the activity with a discussion of the terms resource and scarcity, and the definition of economics as "The study of how we can use our limited resources to meet our unlimited wants."
7. Introduce the role-playing activity in **Handout 1** and give students their role assignments. In this activity, student groups will engage in a role play representing grain farmers, hog farmers, nonfarming rural dwellers, city dwellers within the county, elected county council members, elected state legislators, real estate developers, chamber of commerce economic development officials, foreign manufacturing company officials looking for a factory location, land preservationists, and trucking officials proposing a new interstate highway. Each group will be given a description of its basic interests and a little of its background.

CLOSURE

The teacher will debrief the role play with the class, pointing out the dilemmas faced by each group and the possible solutions. In the debriefing, the teacher should point out that in 1997 and 1998, a commission headed by Indiana's lieutenant governor hosted similar meetings around the state to deal with this issue.

ASSESSMENT

The students will write a brief essay about agriculture and land use, expressing their own opinions about solutions but correctly using the economics terms introduced in the unit (scarcity, limited resource, resource management, and economics).

EXTENSION/CONNECTION

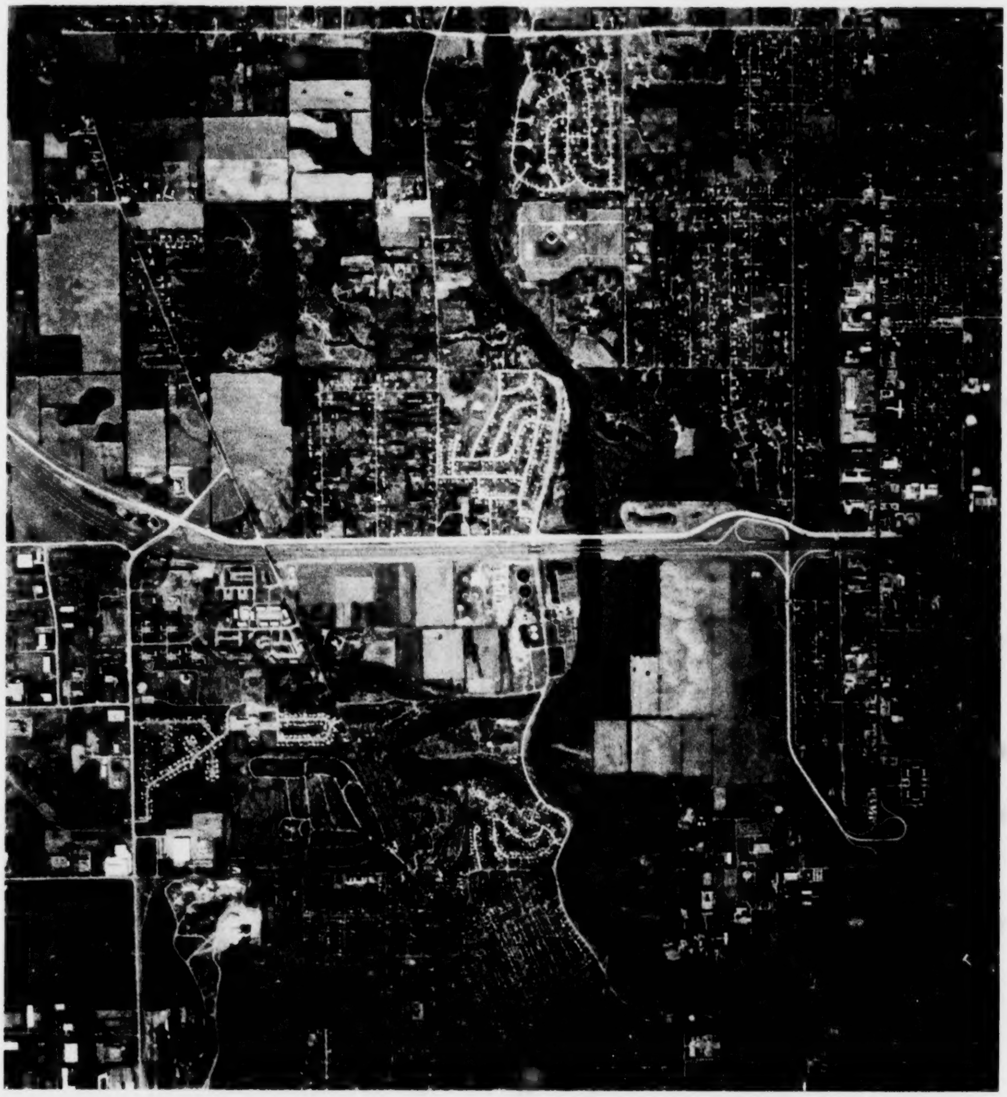
1. Have your students examine efforts to "create" land for different purposes, such as the construction of Hong Kong's International Airport or the historic efforts to "reclaim" land from the sea in the Netherlands.

RESOURCES

- *Indiana Land* is a publication of the Purdue Cooperative Extension service that can be consulted for maps and information.
- *The Japanese Economy: Teaching Strategies* is a publication of EconomicsAmerica available from the Indiana Council for Economic Education, 1145 Smith Hall, Purdue University, West Lafayette, IN 47907-1145; tel. 765.494.8545.
- *Economics At Work*, available either in softback or in a laser disc format from EconomicsAmerica. Contact: Indiana Council for Economic Education, 1145 Smith Hall, Purdue University, West Lafayette, IN 47907-1145; tel. 765.494.8545.
- *Assessing The Midwest Economy: Looking Back for the Future.* Federal Reserve Bank of Chicago, 1997.
- *Hoosier Farmland Preservation Task Force - Final Report* from the Governor's Task Force on Farmland, January 1, 1998. Contact the Office of the Lt. Governor, 333 State House, 200 West Washington Street, Indianapolis, IN 46204; tel. 317.232.4545

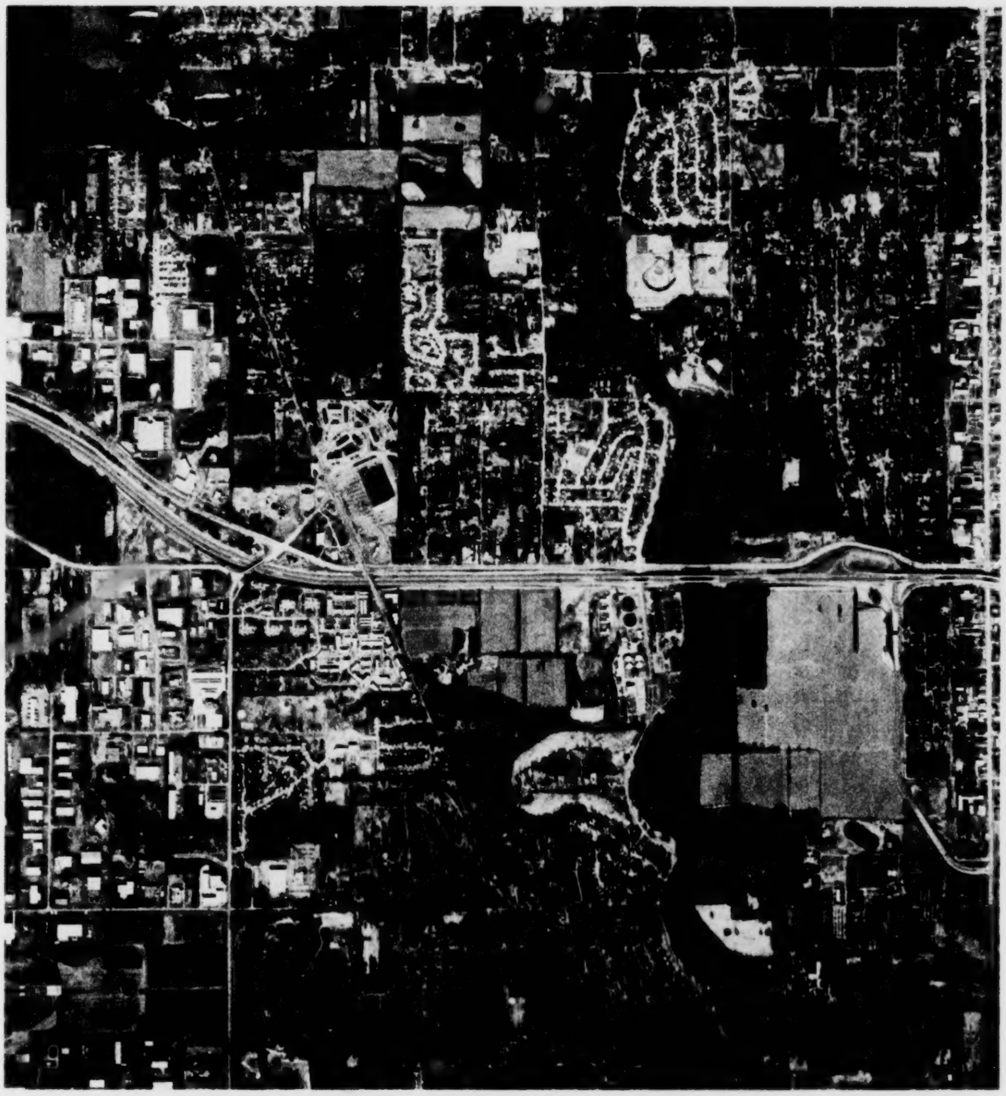
VISUAL 1

SOUTH BEND 1986



VISUAL 2

SOUTH BEND 1998



HANDOUT 1

LAND USE ROLE PLAY

In this role play, students will deal with the problems of land use, urban growth into agricultural areas, and the role of the government in making land-use decisions. Working in groups, students will simulate a meeting of the county planning department. Characters are:

Local Grain Farmers

These Hoosier citizens produce both corn and soybeans on farms of 300 to 600 acres. Most of the farms consist of land that is not all in one unified location. These farmers are up to date and use the Internet to keep track of commodity prices on the Chicago market. They use large, up to date machinery; chemical fertilizers; chemical pesticides; chemical herbicides. When necessary, they irrigate with water pumped from the underground aquifer. Some of the residue of farm chemicals finds it way into local water run-off, as it has always done. Even though these farmers are average people in their community, their farms each require an investment of at least a million dollars in land, machinery, and buildings. Their profits depend on weather and on the national and international market for grain. Markets in Asia and competition from Europe and South America are among their concerns. Many of their farms have been in their families for several generations.

Local Hog Farmers

These individuals produce pork for local, national, and export markets. They use scientific breeding and modern hog-raising techniques. Their swine live in sanitary buildings and have individualized pork-enhancing diets brought by pneumatic tubes from storage facilities on the farm. The investment in these facilities is high (often in the millions of dollars). To compete in the modern market, this kind of state-of-the-art operation is required. Even then, there is always risk. Swine disease and changing price markets are major concerns. As Hoosiers, these farmers are among the top producers of pork for export to Asia. Nevertheless, a disturbance in the market, like the Asian stock crash of 1998, can represent a major loss. In spite of very modern techniques a swine farm will have odors and will have the problem of waste disposal. Many of these farmers have been in pork production for several decades.

Nonfarming Rural Dwellers

These individuals live in homes outside of the city limits. Some of them live in small rural subdivisions, whereas others live on two or three acres. Most of these folks have looked forward to living a life where air is clean, where nature is close by, and where crime is not a problem. Some are on rural water systems, but most have wells and septic tanks. Many take pride in gardens and in being able to keep some small animals. Others have no animals but treasure their flowers and large expanses of yard. Most have never lived on a farm and do not have a lot in common with their farm neighbors. They would like to see roads improved so they could commute to work more easily. They would like to have some of the amenities of the city without allowing any more people to crowd in. They also treasure the right to do as they please with their land. They are happy that they pay rural taxes at a much lower rate than city taxes.

City Dwellers Within the County
These folks live in some of the fairly large subdivisions that have grown up near cities in the last 20 years. Their ties are to the city, but they appreciate a new home and a safe neighborhood. Often their homes are middle sized to large but are located on small lots. They commute to work every day on major highways but fill the local feeder roads getting to the highways. These people do not consider themselves rural. Nevertheless, their subdivisions are often bordered on two or more sides by producing farms.

Elected County Council Members
These elected officials make ordinances and laws for all of the people within their counties. In Indiana, counties are first regulated in what they can do by state law. Any major change in government in the county must be approved first by the state legislature. These officials have to deal with the concerns of all of their constituents and, therefore, try to mediate among the needs of different groups. They know that if they alienate any major group, they may not get reelected.

State Legislators from Our County
These individuals have been elected to represent this district in Indianapolis. They are aware that, although Indiana is thought of as a farm state, the majority of Hoosiers are urban. They are also aware that there is a great deal of competition among states for high-tech industries.

Real Estate Developers
These individuals know that land is a resource of limited quantity. They know that competition helps determine land prices on a free market and that restrictions and laws make it harder to find good land for development. They realize that they make profit only when land is being sold or developed.

Chamber of Commerce Economic Development Group
These people have been hired by the local business people and labor groups to actively seek new businesses for the local area. They compete with similar groups from communities all over the Midwest. It is their job to promote their community so that it can score big in the competition for new and relocated firms. After making several trips to Asia and Europe, they have come to the conclusion that the best things they have to sell are a supply of inexpensive, undeveloped land, a trainable and willing work force, available utilities, and cheap transportation routes. To sweeten the package, these people often encourage the local government to give a tax abatement of several years to new or growing firms. This allows these firms to operate for several years before paying local taxes.

Land Preservationists
These individuals are not all die-hard "tree huggers." Although many are interested in preserving the environment and would not like to see any development, others would like to see an orderly process in which all of the community has input in searching for the best use of land. To make sure this happens, they would like to see the land held in trust until all of the facts arein.

Foreign Investors Looking for a Factory Site

These individuals are eager to enter the American market and realize that using their capital to build American production facilities with American labor will help them overcome a strong Midwestern traditional bias against foreign goods. Seeing the success of Toyota and other companies, they are eager to operate in the American economy. They also realize that there are many Midwestern counties that want development, and so the foreign investors are looking for the "best deal."

The question that will be dealt with in the discussion is:

"Should this county develop an agricultural zoning designation for productive and potentially productive farmland?" If such a designation were adopted, a conservancy would be developed that would automatically have the first opportunity to buy land offered for sale, in order to keep it in farm production. The conservancy would be funded by a tax of one-half of one percent to be placed on food sold in the county.

In the role play, the farmer groups will speak first. The teacher will serve as moderator, and any group or groups can call for a brief private meeting with another group or groups. The goal of the government groups will be to achieve consensus or some sort of compromise. Since there is no set solution to this problem, every discussion will be different.

LESSON 3
Global Economy: the Hometown Effect

LESSON DESCRIPTION

This lesson examines the impact of globalization on a community. Students use primary sources to identify positive and negative effects of a multinational company's move from Bloomington, Indiana, to Juárez, Mexico. In an additional activity, students explore the effects when an international company moves into an Indiana community.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Define tariff, quota, voluntary export quota, protectionist, and free trader;
2. Explain the arguments of protectionists and free traders as they relate to the use of trade barriers to protect American industry;
3. Describe the short-term and long-term effects of tariffs on consumers, firms, and the U.S. and world economies;
4. Evaluate the arguments of protectionists and free traders;
5. Identify the economic and social impacts of a major plant closure on a community;
6. Identify the needs of the workers, community agencies, and other firms affected by the closure.

KEY IDEAS

Barriers to trade. Barriers to trade are the obstacles, such as tariffs and quotas that block the voluntary exchange of goods and services.

Voluntary exchange (trade). Exchange is trading goods and services for other goods or services or for money. Barter is trading without money. People exchange goods and services because they expect to be better off after the exchange.

Multiplier effects. The process that occurs when an initial increase/decrease in income results in a total increase/decrease that is a multiple of the initial change.

Opportunity costs. When making a decision, the opportunity cost is the value of the next best alternative.

Wage differential. The difference in wages that exists between one region or country and another because of different standards of living.

Tariff. A tax on imported goods.

TIME REQUIRED

Two to four class periods

MATERIALS

- Text that describes protectionist and free trade arguments clearly and in detail. This text may be available in standard economics textbooks. A particularly good discussion can be found in *The Economic Problem*, 9th ed., by Robert K. Heilbroner and James K. Galbraith (see Resources). Each student will need a copy of this text. Or students may use one prior class day to research the text themselves.
- **Handout 1: The Gains and Strains of Trade: The Case for Free Trade and The Case for Protection**
- **Handout 2: Protectionism Versus Free Trade** (one copy per team)
- **Handout 2a: Protectionism Versus Free Trade (Teacher Key)**
- **Handout 3: Global Trade: Hometown Effects**
- **Handout 4: A Tale of Two Workers**
- "Thomson Loss Part of Economic Shift" (*Herald-Times*, January 29, 1998, A1). One for each student (This article can be obtained by writing the newspaper or accessing the Internet (see Resources).
- **Handout 5: A Community Responds**
- **Handout 6: Where Are They Now?**
- One local telephone book for each team
- Butcher paper for class brainstorming (optional)
- **Profile: Toyota: An International Company Locates in Princeton, Indiana**

PROCEDURES

1. Have students form teams of three. Distribute one copy of **Handout 1: The Gains and Strains of Trade: The Case for Free Trade** and **The Case for Protection** to each student and one copy of **Handout 2: Protectionism Versus Free Trade** to each team.
2. Have students read the text and, as teams, complete the worksheet.

3. Have each team evaluate the arguments of protectionists and of free traders and prepare a team statement as to which has the stronger position.
4. Review with the class the arguments of protectionists and free traders, drawing the students' attention to the transitions involved when less efficient American industries close or move production abroad. Discuss the effects that your community would experience if a major industry left your town.
5. Have students form teams of three. Distribute one copy of **Handout 3: Global Trade: Hometown Effects**, **Handout 4: A Tale of Two Workers**, and "Thomson Loss Part of Economic Shift" (*Herald-Times*, January 28, 1998) to each student, and one telephone book to each team.
6. Explain that students will examine a case study of Thomson Consumer Electronics' decision to move television-production facilities from Bloomington, Indiana, to Juárez, Mexico. Students will use the handouts to identify the reasons for such changes and the effects of the closure on workers, the community, other local firms, and the government. Each team may use its telephone book to identify related industries, community resources, and government agencies that may face the impact of the closure.
7. Ask students to use the class period to identify as many causes and effects of the closure as they can. Encourage them to think beyond the impacts mentioned in the articles and, as they search for ideas, to consider the impacts of a major closure in their own community.
8. If students have trouble identifying causes and effects, assist them by explaining these actual or anticipated impacts in Bloomington:
    A. Reasons or causes of the Thompson plant closure: competition, an aging work force with high seniority, wage differential.
    B. Effects on 1,055 workers: loss of pay, benefits, and seniority; many workers had little education, little training, and few skills that could be used in other industries.
    C. Effects on workers' personal lives: increased incidence of drug and alcohol abuse, spousal and child abuse, divorce, and depression.
    D. Effects on other firms in the community: lack of demand for component parts; multiplier effects through the lack of demand for other goods and services produced or sold in the community.
    E. Effects on the community: greater demand for services provided by mental health professionals, soup kitchens, missions, and the United Way and its affiliated agencies; environmental cleanup of abandoned buildings; reduced charitable contributions.
    F. Effects on the government: loss of the tax base; reduced revenues from income taxes and sales taxes; greater demand for unemployment benefits, welfare, Medicaid, food stamps, rent subsidies, job training, and educational assistance.
    G. Possible benefits and costs to consumers: of a closure in their own community.
9. Ask students to consider corresponding effects on the community of Juárez, Mexico.

CLOSURE

Discuss, as a class, which proponents have the stronger arguments: protectionists or free traders. Ask the students to cite specific information from the text and from their own knowledge in making their arguments.

- Ask each team to report its list of reasons for change and of impacts on the workers, the community, other local firms, and the governments in both Bloomington and Juárez. As ideas are given, work toward class consensus on the accuracy of these suggestions.
- Brainstorm to create a master class list of the reasons and impacts. Record this list on the chalkboard or butcher paper.
- Ask students to suggest possible solutions for displaced workers. Provide **Handout 5: A Community Responds** and discuss the actual responses of community organizations and government agencies.
- Have students consider their own future work and careers. What should they do to make sure that they are prepared to participate in an economy that is now more international? (See **Lesson 4**.)

ASSESSMENT

Students should be able to complete **Handout 2: Protectionism Versus Free Trade** and explain the impact of local firms' imports and exports on the local economy.

EXTENSIONS/CONNECTIONS

1. Have students read **Profile: Toyota** and research the impact of the development of the new Toyota factory in Princeton, Indiana. Questions that students might consider include: What productive resources made Gibson County a good place to locate? What geographic factors were considered? What opportunity costs were associated with building the plant in Gibson County? What local infrastructure improvements were needed? What kinds of jobs were created? What kinds of skills were required for these jobs?
2. Have students use the Internet to research free trade and protectionist arguments (see Global Education Resources).
3. Have students use the *Indiana International Trade Directory* to identify local firms that import and export products.
4. Have students research how industry has changed in your community over 100 years. Students might use their research to develop a time line and predict future trends.

RESOURCES

- Heilbroner, Robert K., and James K. Galbraith. *The Economic Problem*, 9th ed. Englewood Cliffs, NJ: Prentice-Hall, 1990), pp. 652-58.
- Werth, Brian. "Thomson Loss Part of Economic Shift." *Herald-Times*, January 29, 1998, p. A-1. http://www.hoosiertimes.com/stories /1998/0 1/29/news.980129_Al_JLR59052.sto

HANDOUT 1

THE GAINS AND STRAINS OF TRADE: THE CASE FOR FREE TRADE

1. OUR WORKERS CANNOT COMPETE WITH LOW-WAGE WORKERS OVERSEAS. This is an argument one hears . . . in every nation in the world, save only those with the very lowest wage rates. Swedish workers complain about "cheap" American labor; American workers complain about sweatshop labor in Hong Kong. And indeed it is true that American labor is paid less than Swedish and that Hong Kong labor is paid a great deal less than American. Does that not mean that American labor will be seriously injured if we import goods made under "sweatshop" conditions or Swedish labor is right in complaining that its standard of living is undermined by importing goods from "exploited" American workers? Like the answers to so many questions in economics, this one is not a simple yes or no. The American textile worker who loses his job because of low-priced textile imports is hurt; and so is the Swedish worker in an electronics company who loses his job because of American competition . . . But we must note that both workers would also be injured if they lost their jobs as a result of domestic competition. Why do we feel so threatened when the competition comes from abroad? Because, the answer goes, foreign competition isn't based on American efficiency. It is based on exploited labor. Hence, it pulls down the standards of American labor to its own low level. There is an easy reply to this argument. The reason Hong Kong textile labor is paid so much less than American textile labor is that average productivity in Hong Kong is so much lower than average productivity in America. To put it differently, the reason that American wages are high is that we use our workers in industries where their productivity is very high. If Hong Kong, with its very low productivity, can undersell us in textiles, then this is a clear signal that we must move our factors of production out of textiles into other areas where their contribution will be greater; for example, in the production of aircraft.

2. TARIFFS ARE PAINLESS TAXES BECAUSE THEY ARE BORNE BY FOREIGNERS. This is a convincing-sounding argument . . . But is it true? Let us take the case of hothouse grapefruit, which can be produced [here] only at a cost of 50 cents each, whereas foreign grapefruit can be unloaded at its ports at 25 cents. To prevent his home industry from being destroyed, the [President] imposes a tariff of 25 cents on foreign grapefruit— which, he tells the newspapers, will be entirely paid by foreigners. This is not, however, the way his political opponent sees it. "Without the tariff," she tells her constituency, "you could buy grapefruit for 25 cents. Now you have to pay 50 cents for it. Who is paying the extra 25 cents—the foreign grower or you? Even if not a single grapefruit entered the country, you would still be paying 25 cents more than you have to. In fact, you are being asked to subsidize an inefficient domestic industry. Not only that, but the tariff wall means they won't ever become efficient because there is no pressure of competition on them . . . ."

3. BUT TARIFFS ARE NECESSARY TO KEEP THE WORK FORCE OF [OUR NATION] EMPLOYED. As we learned in macroeconomics, the government of [our country] and every other country can use fiscal and monetary policies to keep their resources fully employed. If grapefruit workers become unemployed, governments can expand aggregate demand and generate domestic job opportunities in other areas.

HANDOUT 1

THE GAINS AND STRAINS OF TRADE: THE CASE FOR PROTECTION

1. MOBILITY. The first difficulty concerns the problem of mobility. When Hong Kong textiles press hard against the garment worker in New York, higher wages in the high-tech plants in California are scant comfort. The garment worker has a lifetime of skills and a home in New York, and she does not want to move to another state, where she would be a stranger, and to a new trade, in which she would be only an unskilled beginner. She certainly does not want to move to Hong Kong! Hence the impact of foreign trade often brings serious dislocations that result in persistent local unemployment, rather than a flow of resources from a relatively disadvantaged to a relatively advantaged industry.

2. TRANSITION COSTS. Second, even if free trade increases the incomes and real living standards of each country participating in trade, this does not mean that it increases the income and real living standards of each individual in each country. The laid-off Michigan auto worker may find himself with a substantial reduction in income for the rest of his life. He is being economically rational when he resists "cheap" foreign imports and attempts to get his congressman to impose tariffs or quotas.

3. FULL EMPLOYMENT. Third, the argument for free trade rests on the very important assumption that there will be substantially full employment. In the mid-nineteenth century when the free trade argument was first fully formulated, the idea of an underemployment equilibrium would have been considered absurd. In an economy of large enterprises and "sticky" wages and prices, we know that unemployment is a real and continuous object of concern for national policy. Thus it makes little sense to advocate policies to expand production via trade unless we are certain that the level of aggregate demand will be large enough to absorb that production. Full employment policy therefore becomes an indispensable arm of a free trade policy.

4. NATIONAL SELF-SUFFICIENCY. Fourth, there is the argument of nationalism pure and simple. This argument does not impute spurious economic gains to tariffs. Rather, it says that free trade undoubtedly encourages production, but it does so at a certain cost. This is the cost of the vulnerability that comes from extensive and extreme specialization. This vulnerability is all very well within a nation where we assume that law and order will prevail, but it cannot be so easily justified among nations where the realistic assumption is just the other way. Tariffs, in other words, are defensible because they enable nations to attain a certain self-sufficiency—admittedly at some economic cost . . . .

5. INFANT INDUSTRIES. Equally interesting is the nationalist argument for tariffs advanced by so-called infant industries, particularly in developing nations. These newly formed or prospective enterprises claim that they cannot possibly compete with the giants in developed countries while they are small; but that if they are protected by a tariff, they will in time become large and efficient enough no longer to need a tariff. In addition, they claim, they will provide a more diversified spectrum of employments for their own people, as well as aiding in the national transition toward a more modern economy.

Source: Robert K. Heilbroner and James K.Galbraith, "The Gains and Strains of Trade," in The Economic Problem, 9th edition (Englewood Cliffs, NJ: Prentice-Hall, 1990), pp. 652-58.

HANDOUT 2

PROTECTIONISM VERSUS FREE TRADE

As a team, consider your answers to the questions below. Write your answers on your own paper. For each answer, be sure to explain **WHY** this effect would occur.

1. Explain three arguments of protectionists **in your own words.**

2. Explain three arguments of free traders **in your own words.**

3. Define the word "tariff" and explain the short-term effects of a tariff on the following aspects of the American economy.

   A. Price of imports.

   B. Demand for imports.

   C. Demand for domestically produced substitutes.

   D. Domestic unemployment rate.

   E. Government revenue.

   F. Provision of public goods, such as roads.

4. Explain the long-term effects of a tariff on the following aspects of the American and world economies.

   A. Price of domestically produced substitutes.

   B. Demand for domestically produced substitutes.

   C. Domestic unemployment rate.

   D. Government revenue.

   E. Provision of public goods, such as roads.

   F. Demand for imports.

   G. International production of goods.

   H. Income to workers in exporting countries.

   I. Demand for American exports.

   J. Employment in American export industries.

HANDOUT 2a

PROTECTIONISM VERSUS FREE TRADE (Key)

As a team, consider your answers to the questions below. Write your answers on your own paper. For each answer, be sure to explain **WHY** this effect would occur.

1. Explain three arguments of protectionists in your own words.
2. Explain three arguments of free traders in your own words.
3. Explain the short-term effects of a tariff on the following aspects of the American economy.
   a. Price of imports.
   Import price rises, because the tariff is added to the purchase price.
   b. Demand for imports.
   Quantity demanded falls, because of the higher price.
   c. Demand for domestically produced substitutes.
   Demand increases, because domestic price is lower than import price.
   d. Domestic unemployment rate.
   Unemployment falls as consumers buy more domestic products.
   e. Government revenue.
   Government revenue rises, because of the tariff.
   f. Provision of public goods, such as roads.
   More public goods can be provided, because of increased revenues.
4. Explain the long-term effects of a tariff on the following aspects of the American and world economies.
   a. Price of domestically produced substitutes.
   Price would increase, because of increased initial demand.
   b. Demand for domestically produced substitutes.
   Demand would fall, because of higher prices of products overall.
   c. Domestic unemployment rate.
   Unemployment would increase as consumers demand fewer goods.
   d. Government revenue.
   Revenue would fall as consumers buy fewer imports.
   e. Provision of public goods, such as roads.
   Fewer public goods would be provided as revenues fall.
   f. Demand for imports.
   Demand would fall as prices rise due to tariff.
   g. International production of goods.
   Production would fall, because of the decrease in demand.
   h. Income to workers in exporting countries.
   Income would fall, because of the lack of demand for products.
   i. Demand for American exports.
   Demand would fall, as foreign consumers have less income.
   j. Employment in American export industries.
   Employment would fall, because of the lack of foreign demand.

HANDOUT 3

GLOBAL TRADE: HOMETOWN EFFECTS

In February 1997, Thomson Consumer Electronics announced its plans to move its television-producing operations from Bloomington, Indiana, to Juárez, Mexico. Within 14 months, the plant and its jobs were gone. The impact of this decision was felt throughout Bloomington, as supporting industries, producers of materials used by the plant, food service workers, restaurants, and gas stations near the plant lost revenue.

With the closing of the plant came the loss of 1,055 jobs and a significant tax base for the city. The local government lost property taxes, and substantial federal, state, and corporate income taxes were lost. Further, the United Way expected to lose $120,000 in annual contributions at the same time it expected an increase in community demand for services from its 26 agencies.

Many Thomson employees lacked high school diplomas and other job skills. All would lose their pay, benefits, and seniority accumulated at the plant. Anger, frustration, and depression were common emotions among the employees. Nearly 200 of those answering a plant survey opted to retire before or during the closure. Others, particularly older workers, were concerned about finding jobs with similar pay and benefits—if they could find jobs at all.

This scenario is not unique to Bloomington. Several communities in Indiana have lost firms, large and small, as corporations made the decision to move overseas, purchase their components from foreign firms, or close completely because of their inability to compete with foreign producers. Other communities have welcomed foreign firms, large and small, which have opted to invest in Indiana and provide new jobs. Such transition is a very real part of our increasingly global economy. As such, the impacts on the workers, other firms in the area, the community, and the government deserve our careful consideration.

Change was nothing new to Bloomington. The buildings housing Thomson Electronics originally were home to Showers Furniture. As hardwood resources were depleted in the 1940s, Showers Furniture closed. RCA opened its Bloomington radio-producing plant in 1940 and expanded into the old Showers Furniture buildings in the 1950s, when it began producing the first color television sets. RCA was eventually purchased by General Electric in 1986, then sold in 1987 to French-based Thomson Electronics, raising questions of the foreign firm's commitment to the community. While Thomson made a commitment to remain in the community, it began to reduce increases in pay and benefits to remain competitive in the industry. Workers accepted these changes in hopes of keeping Thomson, and their jobs, in Bloomington. Thomson eventually decided to move its operations, resulting in yet another major economic change for Bloomington.

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Knowing the serious effects such a closing would have on a community, why would a firm decide to close U.S. operations in favor of producing elsewhere? In the case of Thomson Consumer Electronics, the reduction of production costs was a serious consideration. While Thomson paid Bloomington workers $11.29 per hour, it was able to hire workers in Juárez for only 52 cents per hour, with perfect attendance bonuses. When the costs of worker benefits are included, Bloomington employees cost $19 per hour, while Juárez workers cost Thomson $1.54 to $2.39 per hour. Because Thomson's primary competitors in the television market—Sony, Zenith, Samsung, and JVC-were also producing at lower cost in Mexico, Thomson was pressured to respond in kind, to remain competitive in the industry. The North American Free Trade Agreement (NAFTA) and the devaluation of the peso further reduced the costs of production in Mexico. As a result of reductions in production costs, the price of RCA televisions dropped from $275 in 1993 to $204 in 1998.

The work environment is quite different for Thomson employees in Juárez. Thousands of young women have left their families, most quitting school after the sixth grade, to move to towns near the U.S. border and seek jobs in the foreign-owned plants called "maquiladoras." Nearly a million Mexicans now work in the maquiladoras, nearly 200,000 in Juárez. The approximately 7,000 Thomson employees work a 44-hour workweek, as opposed to the typical U.S. 40-hour workweek. Standard pay, including bonuses, is approximately $40 per week. This is a fairly good wage in Mexico. While the pay is significantly lower for Mexican employees than for their American counterparts, Thomson includes benefits of cafeteria meals, coupons for food, payment of payroll taxes, and bus transportation to work for some employees. Advocates for workers have noted that employees face unsafe working conditions and are exposed to toxic chemicals, making their work more dangerous than that experienced by American workers. Mexican workers have attempted to unionize but have had little success because the unions that already exist are heavily tied to the ruling political party. On the other hand, jobs are scarce in Mexico, and unemployment is high. Having a job and an income is better than being unemployed.

Living conditions for the employees in Juárez are also far different from those of their Bloomington counterparts. Nearly two million people live in Juárez, and the city is growing in population at the rate of 10 percent per year as thousands move to the region seeking work—without a corresponding increase in housing and other services. Most homes are little more than shacks, ranging in size from 12' by 12' to 12' by 20'. Because of the lack of electricity, water, and sanitation services, risks of death due to disease and fire are high. The Mexican government has built 5,000 apartments over five years, but the waiting list for new housing is often longer than five years. For those fortunate enough to find government housing, rent is $45 per month, approximately one-quarter of their income. Many cannot even afford this, so new residents have taken matters into their own hands, building their own homes from leftover plywood, pallets, and cardboard boxes sold by the maquiladoras.

Further, environmental protection laws are more lax and less strictly enforced than U.S. laws. So companies that locate in Juárez are able to reduce production costs associated with compliance with environmental protection regulations. Consequently, air and water pollution have increased in Juárez and other border communities that have adopted the new corporations. Because of the devaluation of the peso, the Mexican government does not have the money to clean up the pollution that already exists, while pollution levels continue to increase.

Global trade requires decisions that can affect workers and consumers in many parts of the world. While the trade may be global, the effects of decisions are felt at the level of the hometown in **BOTH** countries involved in the trade decision.

HANDOUT 4

A TALE OF TWO WORKERS

Bloomington, Indiana

Nelda Stuppy, a 31-year employee at Thomson Electronics, worries most about the single women at the plant, many in their fifties, who are losing not only their income but also the insurance benefits if they cannot afford to keep up the premiums.

"Everyone knows somebody who's got it worse than they do, and that's who they're worried most about," she said. "Most people are accepting it, but there's a lot of anger."

There is anger toward Thomson officials, who promised not to move jobs to Mexico. "Over time, we soon became one of the lowest-paying factories in town because we would take an annual bonus of $400 or so instead of pay increases because they said they couldn't afford to keep operating here if wages increased," Stuppy explained. There's also anger toward union officials, who encouraged workers to forgo wage increases in order to keep the jobs in the community.

Nelda has worked for the company long enough that she will be able to retire. Other workers will have to find new jobs soon or retrain in order to be more competitive in the job market.

Source: "Workers Believed Jobs Were Secure," Bloomington *Herald-Times*, January 28, 1998, A-1.

Ciudad Juárez, Mexico

Laurena Vázquez was only sixteen when her family moved from the city of Gómez Palacio, in the Mexican state of Durango, to Ciudad Juárez in the industrial zone just south of the border with the United States. When she arrived, Laurena joined thousands of other young Mexican women employed in the foreign-owned factories called "maquiladoras." She began working at a Thomson Consumer Electronics factory two years ago. Now 18, she spends 44 hours a week on an assembly line making digital satellite receivers. She earns about $40 a week, including bonuses for seniority and perfect attendance. Laurena uses her wages to help support her family. Laurena is one of three wage earners in her family of five. Her father and one of her two teenage brothers are construction workers. They built the home where all five of the family live, a 12-by- 20-foot dwelling made of scrap plywood and tar paper. It is larger than many of the homes in Colonia Medano, a poor neighborhood that has grown up near an industrial site. Laurena says she likes her work and her friends on the job. She has even been able to use some of her wages to buy a few things for herself—some cosmetics, a blanket, and a pair of Fila athletic shoes. But Laurena worries because her mother is not in good health. What would happen if she should have to quit her job and help take care of the family? The loss of Laurena's paycheck would be a major setback.

Source: "Job in Juárez part of Seeking a Better Life." Bloomington *Herald Times*, January 25, 1998, F1.

HANDOUT 5

A COMMUNITY RESPONDS

The Bloomington community undertook the following programs to help residents through the transition as Thomson Consumer Electronics relocated to Juárez, Mexico:

1. The Thomson Corporation created a displaced worker committee consisting of nine employees, representatives of the state, the AFL-CIO, and the United Way; members of the union local; and citizens in the community. This committee met twice a month to directly supply services to workers and to identify problems faced by employees and the community.

2. Peer counselors were trained to be information conduits for workers on the factory floor and to encourage worker retraining.

3. Eleven orientation sessions were held at the plant to inform all employees about unemployment insurance and the various government services, unemployment insurance, employment services, and plant and community resources that would be available to help prepare the employees for the closing and help them during the transition.

4. Workers underwent individual assessments of basic education, skills, needs, and goals, so that individual service plans could be developed. Child care, transportation, medical care, and other services were provided to allow workers to receive the training needed to prepare for new careers.

5. Local artists produced a two-hour presentation of original music, plays, and poetry to describe the various effects of the shutdown on the workers, their families, and the community.

6. The Thomson Corporation provided space and resources for a resource center, including computers, a small library with English and math textbooks, a job-posting bulletin board, pamphlets on support services, interview rooms, and a training area.

7. The United Way, the International Brotherhood of Electrical Workers Local 1424, the Labor Institute for Training/AFL-CIO, VITAL, HoosierNet, Indiana University, and the local Chamber of Commerce created the "Stand Proud" program. The Indiana University Kelley School of Business donated three computers and student volunteers to assist employees working toward their GEDs, to offer basic skills training, and to help with résumé creation and job searches. Thirty-nine volunteers from the community helped workers to build these skills.

8. Job fairs were held for employees, featuring employers who would offer salaries similar to those earned at Thomson.

9. A local firm that supplies temporary staff for employers offered free job-search workshops, teaching résumé preparation and interviewing techniques.

10. Employees were offered free workshops on such issues as "Dealing with Change," "Stress Management," and "Basics of Investing." Financial planning, retirement planning, small business development, résumé preparation, and other workshops were also held.

11. The local newspaper printed a list of actions that citizens in the community could take:
    - Bookstores and publishers: donate basic English and math texts for GED students.
    - Personnel specialists in firms: volunteer to help workers polish and review résumés.
    - Realtors: reduce commissions for employees forced to sell their homes.
    - Counselors: offer free or reduced-cost services to employees.

12. Indiana State Workforce Development officials hired a counselor and a business consultant to help workers get the available and appropriate services.

13. Under the Federal Economic Dislocation and Worker Adjustment Assistance Act, the state helped workers with job search and placement, relocation assistance, classroom or on-the- job training in other careers, basic education, literacy instruction, English-as-a-second- language course, and needs-related payments for those who had already exhausted their 13 weeks of unemployment benefits (which are extended under the Trade Readjustment Act).

14. The Indiana Legislature passed a bill in the mid-1990s that required companies that received tax abatements to guarantee communities that they will remain in that community for a certain length of time or repay the abatement. Thomson agreed to repay Bloomington an "exit package" of $500,000 to leave.

15. The U.S. Department of Labor provided $1.3 million in grant funds for worker training, tuition, and skill development programs.

16. The Federal Worker Adjustment and Retraining Notification Act required that major employers give workers 60 days' notice of a permanent plant closing, to allow workers and the community time to prepare.

17. Under the NAFTA/Training Adjustment Act, the federal government provided money to pay for school supplies not directly covered by other job training and education programs, such as daily school supplies and nursing uniforms.

18. The Federal Job Training Partnership Act Title III Economic Dislocation and Worker Adjustment Assistance Act provides funding to states, which provide employment and training assistance to workers. The Private Industry Council, which oversees the program, consists of representatives of business, labor, social services, and private firm owners.

HANDOUT 6

WHERE ARE THEY NOW?

An update on the status of former Thomson employees in Bloomington, Indiana, indicates that, as of September, 1999, many had retired or were retraining in order to get better jobs. Of the 1,055 workers, 600 had chosen to retire, 200 were in school or a retraining program, and 175 were looking for work. The remainder were already working in other jobs.

Source: Bloomington Economic Development Center

A July 2000 Bloomington survey showed that those Thomson employees who received job training and relocation assistance and were employed were receiving 92% of what they had earned in their former jobs. The City of Bloomington also recently announced that Kiva Networking, an Internet services provider and Kiva Telecommunications, Inc., a fiber optic carrier, were moving into the old Thomson/RCA facility. The arrival of Kiva will enhance telecommunications infrastructure at the site and serve as a magnet for other high tech companies. It is interesting to note that the Thomson/RCA site was originally a furniture factory. That industry gave way to a new technology, television and now we can see the beginnings of a third stage.

Source: "Kiva Moving onto Former Thomson Site," Bloomington *Herald-Times*, July 27, 2000, A-1.

PROFILE: TOYOTA

AN INTERNATIONAL COMPANY LOCATES IN PRINCETON, INDIANA

In 1998, Toyota Motor Manufacturing, Indiana, Inc., opened a new plant in Princeton, Indiana. Toyota invested over $700 million in the new facility, which will produce the T150 pickup truck. The plant employs approximately 1,300 people and has an annual payroll of $100 million. Plans for expansion have been announced with the addition of a sport utility production facility.

Vincennes University (VU) contracted with Toyota to provide classrooms and laboratory facilities to train the skilled workers Toyota needs. Welding and tool-and-die skills are taught by Toyota employees from the Georgetown, Kentucky, Toyota plant. Toyota provided funds to upgrade VU's equipment and purchased some new equipment to meet the specialized training needs. VU also provided help in assessing the nearly 45,000 applicants for the production jobs at Toyota.

What drew Toyota to Southern Indiana? Toyota sought to locate close to its Kentucky plant in an area with traditional values and work ethics, as well as an area with Japanese-owned businesses already in place. Toyota was concerned that cultural conflict might exist. To lessen tension, Toyota printed advertisements in area newspapers for nearly a year stressing the benefits of the coming Toyota plant and the necessary team spirit to make it successful.

Toyota was also offered a lucrative economic package to invest in Gibson County. Princeton put together a $3-million package, the state of Indiana offered $27 million, and Gibson County $42 million. The package included such items as tax breaks, aid in acquiring prime land, and construction of roads and water and sewer lines to the facility.

Controversy developed as farmland was diverted to other uses and a local income tax was levied to support the local package. In an area economically depressed by the closing of coal mines and other industries, locals wondered how many would be hired "locally" by the plant. Housing development boomed and traffic congestion increased. Now that the plant has opened, what changes are taking place in the Princeton community?

Toyota News Flash:

Toyota announced at the beginning of 2000 that it will expand the Princeton facility to build up to 50,000 Sequoia sport utility vehicles by 2001.

LESSON 4
School to World

LESSON DESCRIPTION

This lesson explores the connection between learning about other cultures and future career choices. Students begin by recognizing the skills they have today. These skills are identified as their human capital. Students look at various positions and decide what careers they might like to have in the future. Once they have chosen a career, they identify a list of the skills required to perform in that career. The lesson finishes with students preparing a résumé for the future and an action plan to achieve the necessary skills.

OBJECTIVES

As a result of this lesson, students will be able to:

1.Define human capital, with examples;

2.Identify a variety of international career choices;

3.Determine what skills they need to be successful in the international workplace.

TIME REQUIREMENT

Two class periods.

MATERIALS

- **Handout 1: My Skills, Interests, and Strengths**
- **Handout 2: Careers with an International Flavor**
- **Visual 1: Louise Reynolds' Résumé**
- **Handout 3: People Profiles**
- **Handout 4: My Résumé for an International Future**
- **Handout 5: My Action Plan for the Future**
- International Careers Website: http://globalcareers.indiana.edu

PROCEDURES

1. Ask students who in the class likes to play Monopoly. Choose a student who responds positively and ask him or her who tends to win the game. (Students will probably say, "the person with the most money.") Ask them how players earn money in Monopoly. (Answer: "by collecting rent on property a person

owns.") Explain that owning property in Monopoly is similar to having a lot of human capital. Explain that human capital consists of the skills, education, and knowledge that allow people to work more effectively. The more human capital people have, the more money they tend to earn when they put their labor to work. Ask the students who has the more valued skills, a doctor or a cook, a scientist or a truck driver? Ask them which skills are more highly valued and why. A person who has highly valued skills tends to earn a higher income than someone without those skills. Who earns a higher wage, a doctor or a cook at McDonald's? Explain that today's lesson will help students identify the skills (human capital) which they possess. Students will then identify careers they might want in the future and the skills which are needed in those careers.

2. Pass out **Handout 1: My Skills, Interests, and Strengths**. Give students a few minutes to complete the handout. Once they are finished, allow them to share their skills with the rest of the class. Students may want to add skills they missed. Pass out **Handout 2: Careers with an International Flavor**. Discuss the list. Ask the students if any of their interests or skills would prepare them for one of the careers on this list. Refer to the discussion of more highly valued skills. Brainstorm skills needed for certain positions on the list. (Examples would include education, special training, proficiency in other languages, attention to detail, ability to communicate clearly.) Pass out **Handout 3: People Profiles**. Discuss the background that these people have and point out that many of them started with the same skills as the students in the class. Have students choose a career. They may choose from the list or any other career they wish.

3. Show **Visual 1: Louise Reynolds' Résumé**. Discuss the résumé. Discuss the function of a résumé. (A résumé is designed to highlight the skills, experience, training, or personal characteristics of a job applicant.) Discuss the parts of a résumé. (Education, Skills, Experience, Accomplishments, References.) Pass out **Handout 4: My Résumé for an International Future**. Have students complete the activity for the next day. Point out that they may want to pretend to apply for a job listed in **Handout 2: Careers with an International Flavor**.

4. Have students share their résumés for an international future with the rest of the class. Discuss the positions that students are striving for. Discuss the skills needed to gain those careers. Ask students if they feel they may achieve their own goals. Pass out **Handout 5: My Action Plan for the Future**. Have students complete the activity on their own or in small groups. Discuss the types of resources available to attain these skills.

CLOSURE

Review the concept of human capital. Explain that human capital is the skills, training, education, and characteristics that people have when they use their labor. Explain that, in order to work in various careers, people must have the human capital to perform the job. Review the resources that are available to students that will help them gain the human capital they need to be successful in the future.

ASSESSMENT

Student résumé: A successful student résumé should include skills that directly relate to the career the student has chosen. The résumé should also be realistic in terms of the education required for the position.

EXTENSION/CONNECTION

1. Students can use the Global Careers Website (http://globalcareers.indiana.edu) to explore additional international opportunities, meet Hoosiers doing international work, and learn more about their international futures.

HANDOUT 1

MY SKILLS, INTERESTS, AND STRENGTHS

What kinds of activities make you happy?

What personal characteristics are you most proud of?

What kinds of skills do you have that may help you in the future? Don't just think of things you do in school. Think of things you do outside of school.

Which of these interests and skills would help you in an international setting? (Some examples would be: like to meet people, like to see new things, like to taste new foods, like to travel to other countries, learn things quickly, have studied another language.)

HANDOUT 2

CAREERS WITH AN INTERNATIONAL FLAVOR

- Translator for Toyota in Princeton
- Engineer for General Motors Corporation in Sweden
- Tour guide for English Educational Tours in Japan
- Teacher at the U.S. School in Taipei
- Peace Corp Volunteer working in Tanzania
- Archeologist in Turkey
- Agribusiness owner of firm shipping frozen meat to Asia
- Economic educator working for Junior Achievement in Tajikistan
- Flight attendant on a Northwest Airlines flight to South Korea
- English teacher in Bogotá, Colombia
- Sales representative for Caterpillar, Inc., in Brazil
- Mechanic for Cummins Engine in South Africa
- Architect for a firm in India
- Communication specialist for the U.S. Embassy in Germany
- Journalist covering a war in Eastern Europe
- Receptionist for a Japanese firm in Lafayette
- Veterinarian managing a training program in Poland
- Professor teaching economics in Austria
- Red Cross employee working in Guatemala
- Latin American trade specialist at Indiana Department of Commerce in Indianapolis
- Global shipping specialist at Delco Remy America in Anderson
- Import manager for Tokheim Corporation in Fort Wayne
- English as a Second Language Teacher for new immigrants in Goshen
- Social worker in Muncie working with immigrant refugee groups
- Engineer with company in South Bend working with Chinese engineers over the Internet
- Evansville economic developer trying to attract European industrial investment

VISUAL 1

LOUISE REYNOLDS' RÉSUMÉ

Louise Reynolds
1234 Any street
Any town, IN 47000
317-555-1234

Objective

To obtain a position within the sales field that uses my international communication and organization skills.

Education

Indiana University, South Bend

B.A. in Management, Minor in Spanish

Anticipated Graduation, May 2000

Experience

Assistant Tour Leader

Sunshine International Tours, Summer 1999

Assisted in translating for high school students traveling to Latin America.

Participated in language and cultural training to prepare students for travel in Spanish- speaking countries of Central and South America. Acted as a chaperone for a summer travel experience for high school students.

ESL Daycare Teacher

Prairie View Daycare Center, Prairie View Lutheran Church, August 1997-May 1999

Taught Spanish-speaking children, ages 2-6, how to speak English. Organized outings to local businesses, allowing students to learn how to function in an English-speaking environment. Provided awareness programs to local civic groups about problems facing non-native English speakers in the community.

Customer Service Representative

Lees Inn, July 1994-January 1997

Assisted with Customer Reservations and Guest Services. Used computer and office skills to complete office-related projects. Acted as interpreter for local firms during annual conference events.

Accomplishments

Honors Spanish Award from Indiana University, South Bend

Sunday School Teacher for seven years at Prairie View Lutheran Church

President of Junior Achievement International Business.

References

Furnished upon request.

HANDOUT 3:

PEOPLE PROFILES

Alexandra Schlegel

Alex was raised in Indianapolis, Indiana. Alex's training for a rewarding international career began in earnest in 1996. As an economics major and Latin American Studies minor at Northwestern University in Evanston, Illinois, she spent a semester of her junior year abroad with the Catholic Learning Program in Chile. During that time, Alex studied at the Catholic University in Valparaiso, Chile, and lived with a Chilean family. In Chile, Alex conducted an independent research project on the wines of Chile (Chile is now the third largest wine exporter to the U.S.). The summer after Alex returned from Chile, she began an internship with the Import-Export Bank of the United States. When Alex graduated from Northwestern University in 1997, she worked briefly in New York but later, in the spring of 1998, decided to join the Peace Corps in Guatemala.

During her two-month Peace Corps training, Alex lived with Guatemalan families and received in-depth language instruction. As part of her training, Alex learned how to be self-sufficient while living overseas, an invaluable skill in any context.

Currently, Alex lives in her own two-room house in the Guatemalan town of Salama. Each day she travels by pickup truck or bus to small villages, where she works with out-of-school youth teaching them basic business development skills. In addition, she works with women weavers and agricultural workers, helping them start their own businesses. All this is done with the goal of creating self-sufficiency for the indigenous people of Guatemala, who are poor and often illiterate. Alex also presents a popular workshop on self-esteem. Those who participate receive a special certificate. Alex loves her work and has made many friends among the Guatemalans and other Peace Corps volunteers. The Peace Corps describes its work as "the toughest job you'll ever love!" Alex seconds that view. Alex will finish her job with the Peace Corps in August 2000. Afterwards, she plans on returning to graduate school and then continuing work with the developing countries of Latin America. Whatever Alex decides to do, her Peace Corps background will be of invaluable assistance.

Kenny Jackson

Kenny Jackson grew up in rural Tippecanoe County in the early 1960s. He began "twisting wrenches" at age six because his father wasn't very good at repairing the family's farm equipment. Kenny was the kid who could fix anything. During his high school days at Southwestern High School, he worked at Jim Romack's Texaco service station in Lafayette. His formal training began at that time. Kenny attended a 12-week training program sponsored by Romack and Texaco. While working at the station, Kenny took advantage of every opportunity to attend training programs. He learned the newest and best techniques at these schools, while learning tried-and-true methods from the older mechanics at work.

Kenny spent 21 months in the army beginning in the fall of 1968. He was trained in the driving school at Fort Sill, Oklahoma, and operated a Caterpillar bulldozer part of the time. After his service, Kenny went to work for an International Harvester dealer in Wingate, Indiana, and began farming. In 1988, Kenny left farming to work at Caterpillar as a technician, putting together the engines Caterpillar produces in Lafayette. Since then he has acquired a number of skills and held many different types of positions at Caterpillar. The company has come to appreciate Kenny's many skills and his willingness to learn. In addition to possessing extensive computer and telecommunications skills, Kenny is also a certified welder, plasma cutter, equipment operator, and mounting specialist. All of these skills have made Kenny extremely valuable to Caterpillar.

Kenny's job at Caterpillar takes him all over the world, including such places as the Philippines, the Dominican Republic, and Scandinavia. He never knows when his next call to an exotic country will come. Kenny believes this to be one of the many exciting parts of his job. He also believes that a willingness to learn new skills is a major reason that he has had such wonderful international career opportunities.

Dennis Kelley

Dennis Kelley was born in Michigan City on June 30, 1950. He received a traditional Midwestern upbringing. He has fond memories of playing basketball with his friends, eating barbecue and corn on the cob at family reunions, and fishing with his parents. As a young man, he set his sights on seeing the world and knew that education was the main vehicle for attaining that goal. Dennis graduated from DePauw University in Greencastle, Indiana, with a bachelor's degree in political science and history. In 1974, he added a master's degree from the American School of Management at Thunderbird University in Arizona. Upon graduation from Thunderbird, Kelley found the ship that would transport him on his journey around the world. The "ship" was Cummins Engine Company. His first stop was a post in Teheran, Iran, where he worked providing customer service to the Saudi Arabian and Kuwaiti markets. The Middle East prepared him for his next challenge, China.

Dennis arrived in China as a young 28-year-old trying to negotiate deals with his older Chinese counterparts, who mistook him for a baggage handler. Over the years, he managed to help arrange joint ventures with Chinese companies to manufacture engines in China. Today, Dennis heads a private company called Pacific World Trade, Inc. With offices in both Indianapolis and Beijing, his company sells U.S. products all over Asia, including China, and sells Asian products in the U.S. as well. He spends three to four weeks a year in Asia, traveling everywhere from Chongqing, China, to Manila, Philippines.

Source: This profile is condensed from an article by Kodjo Francisco, *Indiana Global*, September 1998, pp 9-12.

HANDOUT 4

MY RÉSUMÉ FOR AN INTERNATIONAL FUTURE

Name:
Address:

Career Objective(s):

Education:

Experience:

Accomplishments:

HANDOUT 5

MY ACTION PLAN FOR THE FUTURE

A career I choose for the future is:

The special training and skills (human capital) I need for this career are:

Where I can gain the skills I need for this career:

What I should be doing now to prepare for this career:

GLOBAL EDUCATION RESOURCES

This guide provides secondary school teachers and students with a list of resources designed to assist teaching and learning about the world and Indiana's place in it. Most of the resources included are appropriate for both teachers and students. Those resources considered more age- and grade-level-specific are noted as such.

The guide is divided into five sections:

I. Global Overview

II. Indiana-Based Global Resources

III. Trade and Interdependence

IV. International Networks, Partnerships, Pen Pals, and Student Exchanges

V. Specific Regions and Countries

I. GLOBAL OVERVIEW

General

ABC News. http://www.abcnews.go.com/sections/world/. The official webpage of ABC News provides access to current events as well as country and regional profiles, this site is useful for accessing general information on foreign countries and regions.

The American Forum for Global Education. http://www.globaled.org/. This organization promotes the education of American youth for responsible citizenship in an increasingly interconnected and rapidly changing world by providing professional development programs, study tours, and materials and publications. Click on "links" for an excellent list of Internet resources.

Census Bureau's Map Statistics. http://www.census.gov/datamap/www/index.html. This site provides a clickable map of each state in the U.S. as well as information on state and county population and income figures. This is a useful resource for students and teachers interested in the economic geography of the U.S.

CIA World Factbooks. http://www.odci.gov/cia/publications/pubs.html. This site provides a comprehensive list of country reports and regional information that students and teachers will find extremely useful.

Foreign Government Resources on the Web. http://www.lib.umich.edu/libhome/Documents.center/foreign.html. This site is run by the University of Michigan and provides extensive links to and information on the national governments and economies of the world. This site is comprehensive and is an extremely useful site for both students and teachers.

Lonely Planet Travel Guide Series, Lonely Planet Publications, 1995-2000. Each guidebook in this series offers accurate, general travel information on any country of destination. Includes maps, cultural and historical information, and coverage of sights from the modern to the ancient.

Library of Congress Country Studies. http://lcweb2.loc.gov/frd/cs/cshome.html. This site offers an online series of studies of 85 countries. Each study is written by a multidisciplinary team of social scientists. A quick look at the section on the country of Oman revealed reports on topics such as the early development of Islam, the discovery of oil, geography, national security, banking, and human rights practices.

The Peace Corps. http://www.peacecorps.gov/home.html. You can find resources and ideas for your classroom. Returned volunteers are available as classroom speakers, and the program can arrange for your students to correspond with a current volunteer. The site also features lesson plans for grades 3-12. A quick look at the plans for students in grades 10-12 showed that the lessons support the five themes of geography, the National Geographic Geography Standards, and the Curriculum Standards of Social Studies.

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The Political Science Research Page. http://www.cudenver.edu/. Provides links to country and government information for most countries in most regions of the world. This page is a useful research tool for students and teachers.

Reliefweb. http://www.reliefweb.int/w/rwb.nsf. Published by the United Nations, Department of Humanitarian Affairs, this very well-informed website provides excellent information (situation reports, press releases, maps, etc.) regarding crises throughout the world.

Scholastic Assistance for Global Education (SAGE). http://wehner.tama.edu/sage/main/man.htm. SAGE is a service provided to the educational community by the Center for International Business Studies in the Lowry Mays College and Graduate School of Business at Texas A&M University. The SAGE website has been created to provide a wide variety of information on economic and cultural subjects to students and teachers in this era of globalization—lesson plans, written materials, animated classroom presentations, etc.

The United Nations CyberSchoolBus. http://www.un.org/Pubs/CyberSchoolBus. Available in English, Spanish, and French versions, this site features a wealth of information for students and teachers. You can find profiles of and curricula on cities worldwide, pictures from around the world with commentary from the artists, graphs and charts of topics ranging from health to population, and information on how and when to chat with United Nations representatives. Check out the geography quiz, which has tips on how you can use the quiz in your classroom.

United States Agency for International Development (USAID). http://www.info.usaid.gov/. Its webpage provides useful analyses of the amount of official governmental financial assistance each country receives from the United States.

The United States Council on Refugees: Worldwide Refugee Information. http://www.refugees.org/world/worldmain.htm. This is the official webpage of the United States Council on Refugees. The site features a comprehensive list of current refugee problems in the world. It is a useful guide for students and teachers interested in the problems associated with large refugee flows.

U.S. Government Agencies. http://www.lib.lsu.edu/gov/fedgov.html. This page is maintained and operated by Louisiana State University. It lists links to all U.S. federal agencies and departments. The list is comprehensive and, with some navigation on the part of the student or teacher, virtually any bit of information on the federal government and its international and domestic policies and efforts can be found. This is a very useful site.

World Area Studies Internet Resources. http://www.wcsu.ctstateu.edu/socialsci/area.html. This site, maintained and operated by Western Connecticut State University, provides links to information on all major regions of the world on indigenous peoples around the world.

International Newspapers

The Boston Globe (Boston). http://www.boston.com/globe/

The Economist (London). http://www.economist.com/

The Guardian (London). http://www.guardian.co.uk. Shares its web site with The Observer.

The Independent (London). http://www.independent.co.uk/

The International Herald Tribune (Paris). http://www.iht.com/

Liberation (Paris). http://www.liberation.fr/

La Libre Belgique (Brussels). http://www.lalibrebelgique.com

Le Monde (Paris). http://www.lemonde.fr. Subscription required.

The New York Times (New York). http://www.nytimes.com

Le Soir (Brussels). http://www.lesoir.com

The Times (London). http://www.the-times.co.uk

Humanitarian Aid and Development

CARE. http://www.care.org. CARE's mission is to relieve human suffering, provide economic opportunity, build sustained capacity for self-help, and affirm the ties of human beings everywhere.

Medecins Sans Frontieres (Doctors Without Borders). http://www.msf.org. MSF is a humanitarian aid organization that provides emergency medical assistance to populations in danger in more than 80 countries.

One World Online. http://www.oneworld.org/. One World Online is a partnership of over 250 organizations working for human rights and sustainable development. Very useful site to find information on or addresses of specific non-governmental organizations.

OXFAM. http://www.oxfam.org. Oxfam is a development, advocacy, and relief agency working to put an end to poverty throughout the world.

Refugees International. http://www.refintl.org. This organization, founded in 1979, serves as an advocate for refugees. It conducts emergency missions and is privately funded.

Human Rights

Amnesty International. http://www.amnesty.org. One of the world's largest voluntary organizations dealing with human rights.

Fondation Hirondelle. http://www.hirondelle.org. Hirondelle is a Swiss-based international forum dealing with conflict regions. It provides information and recommendations for most of the conflicts in Africa. Hirondelle is particularly well known for its involvement in the International Criminal Tribunal for Rwanda, in Arusha.

Human Rights Watch. http://www.hrw.org/. HRW gives daily news on the main crises around the world and offers all of its reports online through a very efficient country index system.

Physicians for Human Rights. http://www.phrusa.org/. Physicians for Human Rights (PHR) is an organization of health professionals, scientists, and concerned citizens that uses the knowledge and skills of the medical and forensic sciences to investigate and prevent violations of international human rights and humanitarian law.

U.S. Department of State. http://www.state.gov/www/global/human_rights/hrp_reports_mainhp.html
Provides reports on human rights practices from 1993 to the present, arranged by country.

Conflict and Conflict Prevention

Carter Center. http://www.CarterCenter.org/. The Carter Center in Atlanta, Georgia, is a nonprofit, nonpartisan public policy institute founded by former U.S. President Jimmy Carter. The center is dedicated to fighting disease, hunger, poverty, conflict, and oppression through collaborative initiatives in the areas of democratization and development, global health, and urban revitalization.

European Platform for Conflict Prevention and Transformation (EPCPT). http://www.euconflict.org/. The recently launched EPCPT is a network of European non- governmental organizations involved in the prevention or resolution of violent conflicts in the international arena. Its mission is to facilitate the exchange of information and experience among participating organizations, as well as to stimulate cooperation and synergy.

INCORE Guides to Sources on Conflict and Ethnicity. http://www.incore.ulst.ac.uk/cds/countries/index.html. The Initiative on Conflict Resolution and Ethnicity (INCORE) is a joint initiative of the University of Ulster, Northern Ireland, and the United Nations University. INCORE provides annotated guides to Internet sources on conflict and ethnicity in Africa in general, and in Central Africa in particular.

Institute for Multi-Track Diplomacy. http://www.igc.apc.org/. The Institute for Global Communications (IGC) is a nonprofit organization that provides alternative sources of information as well as online access and comprehensive Internet services for progressive individuals and organizations.

International Alert. http://www.international-alert.org. Launched recently by International Alert, this site is intended to provide open access to IA's reporting on conflicts and crises around the world.

The United Nations Peacekeeping Operations. http://www.un.org/Depts/dpko/. Extensive information on actual and previous UN peacekeeping operations.

The United States Institute of Peace. http://www.usip.org/. The purpose is to strengthen U.S. capabilities to promote the peaceful resolution of international conflicts. Many sources and articles about Central Africa.

Additional Global Resources

http://www.infohub.com/travel.html (travel)
http://maps.excite.com/view/?mapurl=/countries (maps)
http://travel.state.gov/ (U.S. State Department)
http://www.embassy.org/ (electronic resources for the classroom)
http://usinfo.state.gov/ (United States Information Agency)
http://www.peacecorps.gov/essays/index.html (Peace Corps Volunteer Essays)
http://www.peacecorps.gov/wws/index.html (World Wise Schools)

II. INDIANA-BASED GLOBAL RESOURCES

General

East Asian Summer Languages Institute. Memorial Hall West 212, Indiana University, Bloomington, IN 47405; http://www.easc.indiana.edu/Pages/EALC. Intensive summer language program in Chinese, Japanese, and Korean.

The Geography Educators Network of Indiana. IUPUI, Cavanaugh Hall, Room 345, 425 University Boulevard, Indianapolis, IN 46202-5140; tel. 317.274.8879; http://www.iupui.edu/~geni.

Global Careers Website. http://globalcareers.indiana.edu/. The Global Careers website is for Indiana middle and high school students interested in an international career. The site includes an interest survey, list of global jobs, profiles of "Global Hoosiers", and other features.

Global Interactive Academic Network. Contact: Deborah Hutton, Outreach Coordinator; 201 N. Indiana Avenue, Indiana University, Bloomington, IN 47408-4001; tel. 812.856.4827; fax 812.855.6271; http://www.indiana.edu/~global/giant.htm. The Center for the Study of Global Change at Indiana University supports a variety of technological programs that connect K-12 students and teachers with their counterparts overseas through Instructional Pilot Project grants. One example is the Student-to-Student Program, which is designed to establish a cross-cultural dialogue between American youth and young people abroad. Participants are linked by interactive compressed video in real time and gain the opportunity to dispel stereotypes, identify problems, and discuss international issues.

Global Speakers Service (GSS). Contact: Deborah Hutton; 201 N. Indiana Avenue, Indiana University, Bloomington, IN 47408-4001; tel. 812.856.4827; fax 812.855.6271; http://www-iub.indiana.edu/~intlcent/gss/index.html Through GSS, IU faculty, advanced graduate students, and international students are available to lecture within a 50-mile radius of Bloomington, free of charge, on a wide range of international topics.

Indiana Council for Economics Education (ICEE), EconomicsAmerica Programs. Contact: Harlan Day, Executive Director; Purdue University, 1145 Smith Hall, West Lafayette, IN 47907-1145; tel. 765.494.8545; fax 765.496.1505; http://www.econed-in.org/. Economics America is the comprehensive program of the National Council on Economic Education and its network of state councils and local centers on economic education. Through these councils and centers, the **Economics**America Program offers curriculum materials, teacher training, and assessment, providing teachers with a wide range of programs and methods that make economics come alive for students in grades K-12.

Indiana Council for the Social Studies. Purdue University, 1442 LAEB, West Lafayette, IN 47907-1442; tel. 765.494.9638; http://www.bsu.edu/xtranet/icss/index.html.

Indiana Humanities Council. 1500 N. Delaware Street, Indianapolis, IN 46202-2419; tel. 317.638.1500; http://www.ihc4u.org/. The Indiana Humanities Council (IHC), with support from the Lilly Endowment, the National Endowment for the Humanities, and other foundations, individuals, and corporations, sponsors a range of programs to promote public awareness and understanding of Indiana's global connections. The annual IHC Internationalizing Curriculum Conference for secondary and elementary school educators and administrators provides a forum for sharing international resources on teaching and learning programs on topics of global interest.

Indianapolis Export Assistance Center and Indiana District Export Council, International Trade Division, U.S. Departments of Commerce. Contact: Dan Swart, Director; 11405 N. Pennsylvania Street, Suite 106, Carmel, IN 46032; tel. 317.582.2300; fax 317.582.2301. The Indianapolis Export Assistance Center and the Indiana District Export Council have partnered to take global marketing to the classrooms in Indiana high schools through their High School Outreach program. Targeting high school-level government and economics classes, a representative from government will join with a private sector international sales executive to show how the government and private sector work together in expanding world markets for U.S. manufactured goods and services.

Instructional Support Services. Franklin Hall M114, Indiana University, Bloomington, IN 47405-5901; tel. 812.855.5901 or 800.552.8620; mediapro@indiana.edu; http://www.indiana.edu/~mediapro/mp.html. Videocassette and 16mm film rental. Film and video service from Indiana University is available to all recognized schools, institutions, and organizations, as well as responsible individuals, throughout the United States. Rental orders may be placed by mail or telephone.

International Center of Indianapolis. 200 W. 49th Street, Indianapolis, IN 46208; tel. 317.233.3163; http://www.intlcenterindy.org/. The International Center of Indianapolis (ICI) actively works to create a community that embraces and values people from other countries. Its educational efforts include the yearly Bridges to the World Youth Trade Fair, a fair for Indiana youth, ages 11-18, which will introduce young people to international opportunities for education, service and work at home and around the world.

International Studies for Indiana Schools (ISIS). Contact: Deb Hutton, Outreach Coordinator; 201 N. Indiana Avenue, Indiana University, Bloomington, IN 47408-4001; tel. 812.856.4827; fax 812.855.6271; http://cee.indiana.edu/isis/isis.html ISIS links Indiana University international specialists with elementary, middle, and high schools via interactive video technology. Schools that wish to participate must have access to interactive technology. Teachers may request interactive video programs on international studies topics that are tailored to a class's particular interests.

International Studies Summer Institutes. Contact: Ken Steuer; 201 N. Indiana Avenue, Indiana University, Bloomington, IN 47408-4001; tel. 812.855.5545; fax 812.855.6271; http://www.indiana.edu/~global Indiana University supports two concurrent residential International Studies Summer Institutes for high school students and grade 7- college teachers. Participants join with the Institutes' faculty, IU professors, and nationally prominent speakers to explore topics such as global environmental change, international trade, populations at risk, conflict resolution, and other timely issues.

Partnership Experiences/Achievers International, Indiana Chapter. Contact: Judy Zimmerman; 7316 Lantern Road, Indianapolis, IN 46256; tel. 317.841.0309; fax 317.841.8260; zman@indy.net. High school business classes pair up with an international partner to develop and market products in each other's countries. Students form their own companies and communicate by video conferences, e-mail, and fax.

Stats Indiana. http://www.stats.indiana.edu/. This is the official webpage of Statistics Indiana. It lists extensive information on the population, economy, and workforce of the state. This site is useful for students and teachers seeking information on Indiana's economy and demographics.

Teaching East Asia in the Middle School (TEAMS). East Asian Studies Center, Memorial Hall West 207, Indiana University, Bloomington, IN 47405; tel. 812.855.3765 or 800.441.3272; http://www.easc.indiana.edu. One week intensive program for middle school teachers who want to bring East Asia into the classroom.

Indiana World Trade Clubs

Michiana World Trade Club (MWTC). P.O. Box 1677, South Bend, IN 46634-1677; tel. 219.271.8162. MWTC is an Indiana-based organization that provides support and information for Indiana businesses engaged in world trade.

Northwest Indiana World Trade Council. P.O. Box 124, Valparaiso, IN 46384-0124; tel. 219.464.2229; fax 219.462.7415. The Northwest Indiana World Trade Council is an organization dedicated to raising regional awareness about the growing importance of the international market.

Tri State World Trade Council. 100 N.W. 2nd Street, Suite 200, Evansville, IN 47708; tel. 812.425.7232; fax: 812.421.5884. The Tri State World Trade Council provides information and support services to businesses engaged in international commerce in the tri-state area.

World Trade Association of Northeast Indiana. 826 Ewing Street, Fort Wayne, IN 46802; tel. 219.424.1435; fax. 219.426.7232. This organization is devoted to providing services and information to internationally oriented businesses located in the northeastern section of Indiana.

World Trade Club of Indiana. 320 N. Meridian Street, Suite 200. Indianapolis, IN 46204; tel. 317.464.2229; fax 317.464.2217. The World Trade Club of Indiana is dedicated to charity and education through world trade and international exchanges of ideas.

III. TRADE AND INTERDEPENDENCE

This section includes both basic resources on trade and those focused on more specialized issues and topics. It should be noted, however, that not all sites and sources are equally appropriate for all students. Therefore, when pertinent, the level of sophistication required to make full use of the resource is also listed.

Cato Center for Trade Policy Studies Links. http://www.freetrade.org/links/links.html. Although Cato is an avowedly pro-free trade organization, its website offers extensive links to sites on all sides of the ideological spectrum regarding trade issues, as well as U.S. government sites. In this sense, Cato is a useful guide for teachers who want to expose students to a variety of perspectives on trade policy and its effects on their community.

Global Interdependence. http://ps.ucdavis.edu/classes/pol129/twn/twnglobal.htm. This page is maintained and operated by the University of California at Davis. It features a comprehensive list of links to information on a host of interdependence-related topics, including multilateralism, integration theory, and common markets. This is a very useful page and is appropriate for advanced high school students.

Indiana Export Reports. http://www.cinergy.com/indiana/partners/International/export.htm. This site analyzes Indiana and U.S. exports to the world. It is organized by exporting industry and country destination. This is a useful site for students interested in learning about Indiana's trade connections with the world.

International Business Resources on the World Wide Web. http://ciber.bus.msu.edu/busres.htm. This site is operated and maintained by the Michigan State University Center for International Business Education and Research. Although the site is somewhat difficult to navigate, it does provide articles and links to sites about trade and international business. It is a good guide for teachers and advanced high school students.

International Trade Administration Home Page. http://www.ita.doc.gov/. Provides extensive links to sites detailing U.S. trade interests abroad. The site features links that discuss U.S. trade relations with other regions, trade statistics, and major U.S. industries engaged in external trade. Site is probably most useful to high school students.

OANDA Currency Converter. http://www.oanda.com/converter/classic. This site covers the daily operations in international currency markets and automatically converts any two currencies, based on the most recent day's trading. This is an interesting site that allows students to learn about currency trading and converting, both of which are important activities for world trade.

Our Global Neighborhood (Report of the Commission on Global Governance). http://www.cgg.ch/econlist.htm. This page presents the text of the fourth chapter of the report on global governance. It summarizes several issues that are important to interdependence and trade issues. This is a useful site for students but should be reserved for advanced students and teachers.

U.S. Department of Commerce (USDOC) Country Commercial Guides. http://www1.usatrade.gov/website/website.nsf. Comprehensive economic and trade information for countries all over the world.

U.S. Department of Commerce (USDOC) Office of Economic Analysis. http://www.ita.doc.gov/td/industry/otea/state/. Statistics on how much each state exports and where. Also has statistics on exports from some metropolitan areas such as Terre Haute and South Bend.

U.S. Trade Organization. http://www.ustrade.org/. A decidedly pro-free trade organization. Nevertheless, its website provides useful information about U.S. trade interests and links to other related sites. The site also lists statistics on the importance of trade to individual

American states and categorizes states' exports by industry and sector. This site can be extremely informative for students and teachers. However, the obvious ideological perspective the site presents should warrant caution on the part of users.

U.S. Trade Representative's Homepage. Executive Office of the President. http://www.ustr.gov. The U.S. Trade Representative's Homepage of the Executive Office of the President of the United States of America offers information on the World Trade Organization (WTO), U.S. membership in the WTO and official U.S. policy regarding trade issues and disputes.

World Bank Home Page. http://www.worldbank.org/. An extremely informative site that provides development reports on individual countries and regions. This site allows researchers to access data on economic and development indicators for select countries and regions. This resource is most appropriate for high school students who have taken micro- and macroeconomics. It is also a useful resource for teachers who have an interest in social and economic development issues.

The World Trade Organization (WTO). http://www.wto.org/. This is the official website of the WTO and provides an accessible guide to its history, mission, and membership. The page is appropriate for intermediate and high school students interested in the evolution and function of global trade regimes.

IV. INTERNATIONAL NETWORKS, PARTNERSHIPS, PEN PALS, AND STUDENT EXCHANGES

Networks and Partnerships

Creative Connections. Contact: Alan Steckler; 412 Main Street, Suite D, Ridgefield, CT 06877; tel. 203.431.4707; fax. 203.431.4411; creativecn@aol.com. An educational cultural exchange organization that facilitates classroom-to-classroom project exchanges between U.S. classes in grades 3-8 and their counterparts in over 20 countries worldwide. The program currently works with four schools in South Africa. Creative Connections uses mail and telephone to link classrooms.

Education for Democracy/International (ED/I). 555 New Jersey Avenue, N.W., Washington, DC 20001-2079; tel. 202.393.3616; fax 202.879.4502; iadaft@aol.com; http://civnet.org/civitas/edi.htm. ED/I is sponsored by the American Federation of Teachers to promote the teaching of democracy and civics. The program links U.S. students with students in Eastern Europe, Chile, and South Africa. There are also teacher-to-teacher, school-to-school, and local-to-local linkage programs.

GLOBE. http://www.globe.gov/fsl/welcome.html?lang=en&nav=1
Global Learning and Observations to Benefit the Environment (GLOBE) is a worldwide network of students, teachers, and scientists working together to study and understand the global environment. Students and teachers from more than 5,000 schools in 70 countries collect data about the environment and report it through the Internet. Scientists use GLOBE data in their research and provide feedback to the students.

GlobaLearn. http://www.globalearn.org/. This nonprofit company stages expeditions around the world and allows students to interact with expedition members as they explore countries and cultures. The team of five adult explorers is hosted by local schoolchildren in different towns and cities on the expedition route. Using laptop computers and digital cameras and recorders, the explorers capture their discoveries daily and send them, via satellite linkup, to GlobaLearn's server. Teachers can register for GlobaLearn free of charge and gain access to online discussion areas, curriculum materials, a teacher's guide, and other resources.

Global Interactions, Inc. 9002 N. Central Avenue, Phoenix, AZ 85020. The Beijing Institute of Education and Global Interactions, Inc., along with the Phoenix-based Global Interactions, Inc., is developing school partnerships between elementary, middle, and secondary schools.

I*EARN. Contact: Lisa Jobson; 475 Riverside Drive, Suite 540, New York, NY 10115; tel. 212.870.2693; fax 212.870.2672; iearn@iearn.org. Nonprofit international organization that links elementary and high schools in over 30 countries to collaborate on education projects.

International Book Project. 1440 Delaware Avenue, Lexington, KY 40505; tel. 606.254.6771. Has files on 2,000 organizations in more than 100 developing countries that need all kinds of current books in good condition. If you have books you would like to donate, call or write before sending them to see if your books are needed.

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Livonia School of Global Education. http://www.geocities.com:0080/Athens/1053/. Visit the website of this "school inside a school" at Stevenson High School in Livonia, Michigan. Click on "International Discussion Project (IDP)" to view exchanges between students in Livonia and Sweden. The students discuss a range of topics, including the role of sports, the economy now and in the future, preserving the environment, and the prohibition of the development and use of bacteriologic weapons.

World Links for Development (WorLD). The World Bank, 1818 H Street, NW, Washington, DC 20433; worldlinks@worldbank.org A World Bank-sponsored program that links secondary schools and teachers in 1,500 secondary schools in 40 developing countries with partner schools in Canada, Europe, Japan, and the United States. Program includes collaborative research and teaching and learning programs over the Internet.

Pen Pals

American Federation of Teachers. Classroom-to-Classroom Coordinator, International Affairs Department, 555 New Jersey Avenue, N.W., Washington, DC 20001; tel. 202.879.4400; fax 202.879.4502; online@aft.org; http://www.aft.org. Correspondence with new democracies in Albania, Bulgaria, Chile, Czech Republic, Hungary, Lithuania, Kosovo, Nicaragua, Poland, Romania, Russia, Slovakia, South Africa, and Ukraine. Gives students opportunity to take an active role in facilitating the growth of democracy around the world.

Bureau de Correspondence Scolaire. AATF, 57 E. Armory Avenue, Champaign, IL 61820. Pen pals from France and French-speaking countries, ages 12-30. Orders must be placed through teacher. Service charge $.75 per name; $7.50 per group.

Friends Forever Pen Pal Fun Club. P.O. Box 20103, Park West Station, New York, NY 10025. Teacher sponsored program for ages 6-17. Friends Forever School Pen Pal Network consists of more than 300 teachers, librarians, camp directors, scout leaders, and others working with children to create individualized group pen pal programs. Member receives five to seven same-age and interest pen pals, plus a Great Idea Sheet. Send $5.00 in U.S. currency and include name, address, age, sex, special interests; also enclose a self-addressed, stamped, business-size envelope. For further information, send self-addressed, stamped, business-size envelope to the address above.

International Federation of Organizations for School Correspondence and Exchanges (FIOCES). 29 Rue d'Ulm, Paris 5, France. Has consultative status with UNESCO. Will not give out individual names, but sends names of agencies that maintain pen pal addresses for country in which correspondent is interested.

International Pen Friends. Contact: Michael Donahoe; 5775 Chanwick Drive, Galloway, OH 43119. Has 457 agencies worldwide and members in 188 countries, ranging in age from 8 to 90. Correspondence in English, Danish, French, German, Italian, Lithuanian, Portuguese, Russian, and Spanish. Fees vary with category of membership, which includes a Stamp Exchange Division and a School Class Service. Computerized listings; publishes own magazine.

International Student Exchange Service, Pen Pal Division. Okada Building #415, 1-18-12 Edobori, Nishi-ku, Osaka 500, Japan. Pen pals ages 12-30 from Japan. No fee.

Kids Meeting Kids Can Make a Difference. 380 Riverside Drive, Box 8H, New York, NY 10025. Letter exchanges between youngsters around the world, ages 6-17. Enclose a self-addressed, stamped envelope.

Paintbrush Diplomacy. Contact: Germaine Juneau; 1717 17th Street, San Francisco, CA 94103; tel. 415.255.7578; fax 415.255.7479. An international children's art and writing exchange with 90 different countries. Does not provide pen pals or individual addresses .

Pen Pals Unlimited, P.O. Box 1525, Wildomar, CA 92595. Send letter including name, address, age, date of birth, and hobbies with $3.00 fee.

Penfriends for Peace. P.O. Box 4, Peregian Beach, Queensland, Australia 4573. Send $11.95 in Australian currency or 10 International Reply Coupons for a book of suggestions for how to make the best of your pen pal correspondence and a listing of more than 40 pen pal clubs worldwide.

World Pen Pals, P.O. Box 337, Saugerties, NY 12477. Serves individual students ($4.50) and/or groups of six or more ($3.00), ages 12-20. Send self-addressed, stamped envelope with name, address, age, and sex.

Worldwide Communication, P.O. Box 634, Glen Ellen, CA 95442; http://www.friends-partners.org/friends/home.htm-lopt-tables-unix-english. Sustains a growing network of students and teachers who correspond internationally. Mostly elementary level, hopes to establish video link.

Making Mailbox Memories. Julia Anne Riley, author; Lamppost, P.O. Box 682560, Park City, UT 84068-2560. Making Mailbox Memories is a comprehensive book about pen pals.

Student Exchanges

For information on high school exchange programs in your area, contact the Exchange Visitor Program Services of the United States Information Agency (USIA) at 202.401.9810. A booklet describing programs that have been accredited by the Council on Standards for International Travel is available from the Council at 212 South Henry Street, Alexandria, VA 22314; tel. 703.739.9035. Information is also available from the Foreign Language Consultant, Office of Program Development, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204; tel. 317.232.9148.

AFS Intercultural Programs. AFS Info Center, 310 S.W. 4th Avenue, Suite 630, Portland, OR 97204-2608; tel. 800.AFS.INFO; fax 503.241.1653; afsinfo@afs.org; http://www.afs.org/welcome.html. AFS offers international student and teacher exchange programs. Programs range from short- and long-term home stays for students, educator visits, conflict resolution workshops, and teacher forums.

Council on International Educational Exchange (CIEE). 205 E. 42nd Street, New York, NY 10017. School Partners Abroad is an annual reciprocal exchange of 10-20 students and an accompanying teacher to and from Japan.

International School to School Experience. 4873 Millerstown Road, Urbana, OH 43078. Provides elementary schools with partner schools in other countries. Each school receives a team of four to six 11-year-olds from its partner school to visit all grades, K-6.

International Student Exchange Service, Exchange Service Division, Okada Building #415, 1-18-12 Edobori, Nishi-ku, Osaka 500, Japan. Assists students visiting Japan with sightseeing and study. No charge.

Kids Meeting Kids Can Make a Difference. 380 Riverside Drive, Box 8H, New York, NY 10025. Arranges exchanges between Soviet and American young people, ages 10-17. Enclose a self-addressed, stamped envelope.

Youth for Understanding, International Exchange. 3501 Newark Street, N.W., Washington, DC 20016. Offers the largest exchange program for young people to go to Japan.

V. SPECIFIC REGIONS AND COUNTRIES

The resources listed in this section provide access to information on the major regions of the world and on the major countries within those regions. Together, these resources provide students and teachers with general as well as more in-depth information about communities and cultures around the world.

AFRICA: REGIONAL RESOURCES

African Studies Program, Indiana University, Woodburn Hall 221, Bloomington, IN 47405; tel. 812.855.6825; http://www.indiana.edu/~afrist/

African Studies Associations

African Language Teachers Association (ALTA). Contact: John Mtembesi Inniss, Delaware State University, Foreign Languages, 1200 N. Dupont Highway, Dover, DE 19901; tel. 302.857.6595; http://www.councilnet.org/pages/CNet_Members_ALTA.html; tembo@magpage.com. ALTA is interested in activities that promote the teaching of African languages. It organizes workshops, conferences, and language panels for the development of teaching materials. Individuals as well as institutions can become members.

African Studies Association. Contact: Loree Jones, Director; Rutgers, The State University of New Jersey, Douglass Campus 132 George Street, New Brunswick, NJ 08901-1400; tel. 732.932.8173; fax 732.932.3394; http://www.africanstudies.org/. Publications of the ASA include *African Studies Review*, *Issue: A Journal of Opinion* , *ASA News*, and *History In Africa: A Journal Of Method*. The association's webpage is hosted by the University of Pennsylvania.

Internet Resources, General

Africa Confidential. http://www.africa-confidential.com/. A 40-year-old, London-based newsletter that provides a wide range of information on policy, politics, business, development, aid, and finance. Africa Confidential forecasts both general trends and specific events in Africa.

Africa Intelligence. http://www.indigo-net.com/africa.html. "Africa Intelligence draws from a database of 18,000 articles appearing over the past five years in the Indian Ocean Newsletter, Africa Energy & Mining, La Lettre du Continent, and Maghreb Confidential, as well as all the biographies of African leaders published in the 100 Men in Power series." Subscription required.

Africa News Online. http://www.africanews.org/. Offers the greatest volume of up-to-date news on the whole continent.

Africa Online. http://www.africaonline.com/AfricaOnline/covershowFAN.html. News and information on Africa. The site also offers daily news briefings from Uganda, Tanzania, and Kenya by e-mail. Subscription required, except for back issues, which are freely available on the website.

Africa Recovery. http://www.un.org/ecosocdev/geninfo/afrec/. A United Nations publication that provides UN reports and official statements.

Africa Server. http://www.africaserver.nl. The excellent Dutch gateway website with resources sorted by subject (institutions involved in the continent, human rights, gender and sexuality, etc.) and country.

Africa South of Sahara. http://www-sul.stanford.edu/depts/ssrg/africa/guide.html. Very complete site with links to resources on Sub-Saharan Africa, sorted by country, region, and topic.

Africa Update. http://www.ccsu.edu/Afstudy/archive.html. Quarterly newsletter of the Central Connecticut State University African Studies Program.

AFRICANEWS: News & Views on Africa from Africa. http://www.peacelink.it/an_curr.html. "AFRICANEWS is a feature and news service managed by African journalists. It deals with culture, peace, justice, ecology, religion, gender issues, and sustainable development. All topics are seen from the perspective of the common people. In AFRICANEWS, Africans speak about Africa. AFRICANEWS is published on the 15th of every month and it is distributed by PeaceLink."

BBC Focus on Africa (UK). http://www.bbc.co.uk/worldservice/focus/index.htm. A quarterly publication published by the BBC World Service. Each edition is full of news reports, feature articles, and color pictures covering the latest political, social, cultural, and sporting developments in Africa. Only articles from the last issue are available.

Electronic Journal of Africana Bibliography. http://www.lib.uiowa.edu/proj/ejab/. "EJAB is a refereed online journal of bibliographies on any aspect of Africa, its peoples, their homes, cities, towns, districts, states, countries, and regions, including social, economic sustainable development, creative literature, the arts, and the Diaspora."

Electronic Mail and Guardian. http://www.mg.co.za/mg/mgmenu.htm. The best-known South African newspaper with archives of the past few years available free of charge.

Electronic Newsletter of African Studies. http://www.sas.upenn.edu/African_Studies/ASA/enas.html. "In general, the aim of the Newsletter is to be a place where Africanists can publish and exchange information on the uses, developments, and critiques of new electronic media. The focus is on the study of Africa as well as the sharing of information resources in and on Africa."

Findings (USA). http://www.worldbank.org/afr/findings/english/findtoc.htm. "Findings reports on ongoing operations, economic and sector work carried out by the World Bank and its member governments in the Africa region. It is published periodically by the Knowledge Networks, Information and Technology Center on behalf of the Region."

Index on Africa. http://www.africaindex.africainfo.no/. Undoubtedly the best website on Africa. Very complete source of information on any area of African life.

Integrated Regional Information Network (IRIN).
Undoubtedly one of the more famous online newspapers on Africa. IRIN is a daily publication on:
Central Africa: http://www-jha.sps.cam.ac.uk/rgl.htm
Western Africa: http://www-jha.sps.cam.ac.uk/rWA.htm
It also provides a weekly edition that synthesizes the daily version. Note: IRIN is also available on Reliefweb: http://www.reliefweb.int.

Internet Journal of African Studies (UK). http://www.brad.ac.uk/research/ijas/. The Internet Journal of African Studies is published at the Department of Social and Economic Studies, University of Bradford.

Journal of Humanitarian Assistance (UK). http://www.jha.ac/. This electronic journal contains a very large number of Africa-related articles, such as special features on the African Great Lakes Region.

Le Monde Diplomatique (France). http://www.monde-diplomatique.fr/md/index.html. African section (news and archives) of the international edition of the influential French newspaper. Available in French and English.

One World Online—Recent News from Africa. http://www.oneworld.org/africa/index.html. News given by country, edited by organizations participating in the One World Project. Hosts many African newspaper websites.

Organization of African Unity (OAU). http://www.oau-oua.org/. Official website of the OAU. Available in French and English.

Southern Africa Political and Economic Monthly (SAPEM). http://csf.colorado.edu/ipe/sapem/sapem.html. "The Monthly, published by the Southern Africa Political Economy Series (SAPES)Trust is a not-for-profit organization whose main objectives are to promote and nurture social science research, debate, teaching, and publications in Southern Africa."

USAfrica Online. http://www.usafricaonline.com. "To serve as the primary, professional news medium for Africans and Americans; promote and support establishing of pro-development structures and ideas; foster pro-democracy and free market networks inside the African continent and within African communities in the U.S., the Americas and across the world."

U.S. State Department, Bureau of African Affairs. http://www.state.gov/www/regions/africa/index.html. The Bureau of African Affairs advises the Secretary of State and guides the operation of the U.S. diplomatic establishment in the countries of Sub-Saharan Africa. It provides a great deal of highly interesting information.

Washington Post—African section. http://www.washingtonpost.com/wp-srv/inatl/africa.htm. Articles on Africa from the Washington Post, indexed by country.

World Bank Reports on Africa. http://www.worldbank.org/afr/findings/infobeng/infoetoc.htm. Very brief summaries of World Bank-sponsored activities in Africa.

Human Rights

Africa Fund. http://www.theafricafund.org. Founded in 1966 by the American Committee on Africa, the Africa Fund works to promote a positive U.S. policy toward Africa and supports human rights, democracy, and development.

African Human Rights Resource Center. http://www.umn.edu/humanrts/africa/index.html. Gateway to the main website on human rights in Africa.

Afronet. http://www.zamnet.zm/zamnet/afronet/afrohome.htm. Afronet is a Zambian non- governmental organization that aims to promote human rights in Africa and to develop a network of human rights organizations in Africa.

The International Criminal Tribunal for Rwanda. http://www.ictr.org/. The site is intended to explain, circulate information about, and conserve the records of trials conducted by the International Tribunal in Arusha pertaining to the genocide in Rwanda.

Organization of African Unity (OAU). http://www.oau-oua.org/. The website of the OAU contains a section devoted to human rights.

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The RefWorld page on Africa. http://www.unhcr.ch/world/afri/afri.htm. A special service of the United Nations High Commissioner on Refugees (UNHCR) providing UNHCR reports and other information.

Politics and Economics

African Governments on the Web. http://www.gksoft.com/govt/en/africa.html. Provides access to most of the official African governmental websites. Very effective for obtaining information on African governments, political parties, economies, and foreign representations.

Political Resources on the Net. http://www.agora.stm.it/politic/africa.htm. Listings of political sites available on the Internet arranged by country, with links to parties, organizations, governments, media, and more from all around the world, including Africa.

Conflict and Conflict Prevention

Contemporary Conflicts in Africa. http://www.synapse.net/~acdi20/. A well-organized virtual library from the Canadian Development Agency, with Internet resources on the prevention, management, and resolution of violent conflicts in Africa and links to important papers.

Videos

The Africans, an eight-part series by Ali Mazrui, explores the history of Africa and examines contemporary issues such as economic development, religion, conflicts, and social problems and challenges in the context of Africa's triple heritage (indigenous African, Islamic, and Western).

AFRICA: COUNTRY RESOURCES

Kenya

Kenya Links. http://www.robin.no/~erte/swahili/ken-links.htm. A comprehensive list of links to webpages and other sources of information about Kenya. This page features access to sites on virtually every aspect of Kenya. This is a good resource for students and teachers.

Kenya Online. http://sbwm.erols.com/pmnet/kenya/sites.htm. Provides extensive links to webpages and other sources on Kenya. This is another fairly comprehensive site.

South Africa

South Africa Online. http://www.southafrica.co.za/. Provides extensive links to information on South African politics, government, education, and so forth.

Welcome to South Africa. http://www.southafrica.net/. The official webpage of the South African Embassy in Washington, D.C. The page features links to information on South African politics, culture, and economics.

WESTERN EUROPE: REGIONAL RESOURCES

West European Studies Center, Indiana University, Ballantine Hall 542, Bloomington, IN 47405-6601; tel. 812.855.3280; http://222.indiana.edu/~weur

Internet Resources, General

NATO Homepage. http://www.nato.int/. The official webpage of NATO. This site provides updates on the organization's recent events as well as a search engine for related topics.

OECD Online. http://www.oecd.org/. The OECD Online homepage provides access to Western European country sites and economic data.

Western European Page. http://www.fe.doe.gov/international/w-eur.html. Ostensibly a website dedicated to energy policy, this page provides summaries of each European country's economy as well as general information. This site is extremely useful for students and teachers.

Western Europe. **http://admi.net/westeur/.** Provides links to Western European countries and covers issues dealing with law, politics, industry, and so forth. This site is useful for individual country studies.

WESTERN EUROPE: COUNTRY RESOURCES

France

Business in France. **http://www.business-in-europe.com/index.htm.** Has a clickable map of France with local economic conditions, including workforce composition, universities, and industry. This site is useful for students interested in the economic geography of France.

French Studies Webpage. **http://www.lib.byu.edu/~rdh/wess/fren/polygov.html.** Provides links to sites with information about French government and politics. It also provides access to information on Belgium, Switzerland, Luxembourg, and Monaco.

Smith College French Department Links Page. **http://www.smith.edu/french/links.htm.** Provides links to French-language sites as well as sites on culture and literature broadly.

Germany

German Embassy. **http://www.germany-info.org/nf_gic/index.html.** Provides a clickable map menu with links to German political information, news, business, and education. Good site for general reference.

Germany Guide. **http://userpage.chemie.fu-berlin.de/adressen/brd.html.** Lists information on all aspects of Germany and provides links to other German-related sites.

Statistical Office of Germany. **http://www.statistik-bund.de/e_home.htm.** The official webpage of the German Statistical Office provides access to facts and figures on Germany as well as links to other sites. Useful for students and teachers doing reports on Germany.

Regional Countries-Germany. **http://dir.yahoo.com/Regional/Countries/Germany/.** This site is run by Yahoo and provides extensive links to German-related sites and topics, including the arts, education, news, politics, and culture.

Spain

The Education Office of the Embassy of Spain. Contact: Spanish Resource Center; 2611 E. 10th Street, Bloomington, IN 47408; tel. 812.855.2920; Fax 812.855.1845; misanche@indiana.edu. Offers the following programs for American teachers of Spanish: Student Exchange, Job-to-Job Teacher's Exchange, Assistant Teachers, Summer Scholarships in Spain, and Visiting Teachers.

SÌ, Spain. **http://www.sispain.org/SiSpain/english/index.html.** An interactive service that provides links to comprehensive information on Spain, including history, trade, and media.

United Kingdom

Houses of Parliament Homepage. **http://www.Parliament.uk/.** The official webpage of the British House of Parliament. The page provides various search engines and links to information on British government and politics.

U.K. Directory Search Engine. **http://www.ukdirectory.com/.** A comprehensive search engine that provides search outlets for virtually any issue related to Great Britain, including business news, sports, government, and economic.

U.K. School Resources Homepage. **http://www.liv.ac.uk/~evansjon/home.html.** Provides links to U.K. schools and news outlets.

CENTRAL ASIA: REGIONAL RESOURCES

Inner Asian & Uralic National Resource Center (IAUNRC), Indiana University, Goodbody Hall 305, 1011 E. 3rd Street, Bloomington, IN 47405-7001; tel. 812.855.7319; http://www.indiana.edu/~iaunrc.

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The Art of Oriental Carpets. http://forum.swarthmore.edu/geometry/rugs. Discusses the art of making oriental carpets and rugs. It is an interesting site for students because it presents an educational discussion of this ancient art form.

Central Asia. http://www.wlc.com/oxus/centasia.htm. Provides extracts from papers written on Central Asia as well as links to other websites on the region. The page lists more specific links to countries within the region, including Uzbekistan, Kazakhstan, Turkmenistan, Tajikistan, and Kyrgyzstan.

NIAS Publications. http://nias.ku.dk/NIASbooks.html. The official webpage and search engine of NIAS Publications, which publishes books and information on Central Asia.

Recommended Readings on Central Asia. http://trochim.human.cornell.edu/gallery/hussains/readings.htm. Lists several books that are useful for students interested in Central Asia. This site is a useful resource for teachers and students.

Thomas, Paul. The Central Asian States: Tajikistan, Uzbekistan, Kyrgyzstan, Turkmenistan (Former Soviet States). Brookfield, CT: Millbrook Press, 1992. Describes the history, development, current status, and possible future of the four former Soviet republics which has strong ties to neighboring Muslim countries.

CENTRAL ASIA: COUNTRY RESOURCES

Kazakhstan

http://www.kz/ (Welcome to Kazakhstan)

Kyrgyzstan

http://www.kyrgyzstan.org
http://www.soros.kg

Tajikistan

http://www.eurasianet.org/cen_eurasia/resource/tajikistan/index.shtml

Turkmenistan

http://www.turkmenistanembassy.org/

Uzbekistan

http://www.eurasianet.org/cen_eurasia/resource/uzbekistan/index.shtml

TRANS-CAUCASUS: REGIONAL RESOURCES

Asian Studies. http://coombs.anu.edu.au/WWWVLAsian/VLCaucasus.html. Lists links to information and websites on the Caucasus region. This is an interesting site because it features regional reports by various foreign ministries.

Commercial Information on Russia and NIS. http://www.bisnis.doc.gov/bisnis/bisnis.html. Features information from the United States Embassy and other organizations on the economies of the Trans-Caucasus region. Site is appropriate for advanced students and teachers.

Eurasia Research Center. http://eurasianews.com/erc/homepage.htm. The official homepage of the Eurasia Research Center. It provides links to news sources for the Trans-Caucasus region as well as for the rest of the Eurasian continent. The site also lists links to more specific information on current issues impacting the region.

Turkistan Webjump. http://turkistan.webjump.com/. Lists links to information on the Trans-Caucasus region. A useful site, but students may be confused by the use of foreign language for many of the link titles. Nevertheless, enough links are listed in English that this should not pose a serious problem.

TRANS-CAUCASUS: COUNTRY RESOURCES

Turkey

Salith Armagan's Turkey Webpage. http://www.msu.edu/~armagans/. Features information on the culture, politics, and history of Turkey. It also lists links to other sites.

Dalokay, Vedat and Guner Ener (translator). Sister Shako and Kolo the Goat: Memories of My Childhood in Turkey. Fairfield: Lothrop, Lee & Shepard Books, 1994. A nostalgic and powerfully honest memoir of growing up in eastern Turkey tells of a young boy's transforming encounter with a remarkable woman, left alone with her goats after her husband and sons are killed in a vendetta. "A fascinating account of a disappearing way of life" (Booklist, May 1, 1994). "A vivid and elegiac portrayal of an elemental wise woman and of the rural Turkey where she lived half a century ago" (Kirkus Reviews, March 1, 1994).

Stoneman, Richard. A Traveler's History of Turkey. Northampton: Interlink Publishing Group, 1998. A general history of Turkey from prehistory to present.

EAST ASIA: REGIONAL RESOURCES

East Asian Studies Center, Indiana University, Memorial Hall West 207, Bloomington, IN 47405-6701; tel. 800.441.3212. http://www.indiana.edu/~easc/. This site is operated and maintained by Indiana University. It provides information and links to other sites on East Asia as well as to other useful university sites and resources.

Asia Society. http://askasia.org. Features information on East Asia as well as links to sites on various topics and issues related to East Asia.

Asian Studies. http://coombs.anu.edu.au/. Provides general links to a broad range of information on East Asia as well as on individual Asian countries.

Asian Studies Page. http://www.iar.ubc.ca/links/asia.htm. Provides extensive links to resources for East Asia. It is very useful as a reference and research tool.

East Asian Library. http://www.library.ucsb.edu/subj/eastasia.html. This site is maintained and operated by the University of California at Santa Barbara and features a list of links to historical and cultural information on East Asia.

East Asia-Netscape. http://www.aasianst.org/www-east.htm. Lists links to information on both the region and on specific East Asian countries.

Teaching About Asia. http://picce.uno.edu/ss/Ahist/TeachAsia.html. A webpage that features links to information on East Asia. The site is specifically designed to assist teachers who are teaching courses or topics on Asia.

EAST ASIA: COUNTRY RESOURCES

China

General Reading

Duke, Michael. World of Chinese Fiction: Short Stories and Novellas from the PRC, Taiwan and Hong Kong. Armonk: M.E. Sharpe, Inc., 1991.

Jung, Chang. Wild Swans. New York: Simon & Schuster, 1991.

Kristof, Nicholas, and Sheryl WuDunn. China Wakes: The Struggle for the Soul of a Rising Power. New York: Vintage Books, 1994.

Miles, James. The Legacy of Tiananmen: China in Disarray. Ann Arbor: University of Michigan Press, 1994.

Nathan, Andrew. Chinese Democracy. Berkeley: University of California Press, 1986.

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Ogden, Suzanne (ed.). Global Studies: China. Guilford: Dushkin/McGraw-Hill, 1997.

Spence, Jonathan. The Search for Modern China. New York: W.W. Norton & Co., 1990.

Curricular

China: A Teaching Workbook. East Asian Curriculum Project, Columbia University, New York.

China on the World Stage: Weighing the U.S. Response. Choices for the 21st Century Education Project, Institute for International Studies, Brown University, Providence, RI.

Recommended Resources on China: Grades 6-12. Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109.

Spotlight on China: Traditions Old and New. The American Forum for Global Education, New York.

Understanding China in the 21st Century: Political, Economic and Security Issues in the Asia/Pacific Region. Stanford Program on International and Cross-Cultural Education, Stanford University, Stanford.

Websites

Art of China. http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/china.html

China News Digest. http://www.cnd.org

Inside China Today. http://www.insidechina.com/

Organizations

Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109.

The Center for Teaching About China, 1214 W. Schwartz, Carbondale, IL 62901.

East Asia Curriculum Project, East Asian Institute, Columbia University, New York, NY 10027.

China Institute in America, 125 E. 65th Street, New York, NY 10021.

Japan

General Reading

Britton, Dorothy. A Haiku Journey: Basho's Narrow Road to the Far North and Selected Haiku. Tokyo: Kodansha International, 1980.

Clammer, John. Difference and Modernity: Social Theory and Contemporary Japanese Society. New York: Routledge, Chapman and Hall, 1995.

Collinwood, Dean. Global Studies: Japan and the Pacific Rim. Guilford: Dushkin/McGraw-Hill, 1997.

Curtis, Gerald. The Japanese Way of Politics. New York: Columbia University Press, 1988.

Nafziger, Wayne E. Learning from the Japanese: Japan's Pre-War Development and the Third World. Armonk: M.E. Sharpe, 1995.

Reischauer, Edwin. Japan: The Story of a Nation. New York: McGraw-Hill, 1990.

Curricular

Feeding a Hungry World: Focus on Rice in Asia and the Pacific. SPICE, Stanford University, Stanford, CA.

Recommended Resources on Japan: Grades 6-12. Association for Asian Studies, 1 Lane Hall, Ann Arbor, MI 48109.

Resources for Teaching About Japan. ERIC Clearinghouse for Social Studies, Indiana University, Bloomington, IN.

Teaching About Japan: Lessons and Resources. National Clearinghouse for U.S.-Japan Studies, Social Studies Development Center, Indiana University, Bloomington, IN 47408.

Time in Japan: Global Connections. Asia Society, New York.

Tora No Make I and II: Lessons for Teaching About Contemporary Japan. National Council for the Social Studies, Washington, D.C., and Bloomington, IN.

U.S.-Japan Relations: A View from Both Sides of the Pacific. Stanford Program on International and Cross-Cultural Education, Stanford University, Stanford, CA.

Websites

The Council on East Asian Libraries. http://staff.washington.edu/rrbritt/ceal/

Yahoo Regional Information. http://www.yahoo.com/Regional_Information/Countries/Japan/

Organizations

Japan Information Center, 737 N. Michigan Avenue, Chicago, IL 60611.

Institute for Education on Japan, Earlham College, Richmond, IN 47374.

National Clearinghouse for U.S.-Japan Studies, Social Studies Development Center, Indiana University, Bloomington, IN 47408.

Japan Society, Inc., 333 E. 47th Street, New York, NY 10017.

Korea

General Reading

Eckert, Carter J., Ki-baik Lee, Young Ick Lew, Michael Robinson, and Edward Wagner. Korea Old and New: A History. Cambridge: Harvard University Press, 1990.

Kim, Dae-Jung. Mass Participatory Economy: Korea's Road to World Economic Power. Landham, MD: University Press of America, 1995.

Lee, Peter. A Sourcebook of Korean Civilization. New York: Columbia University Press, 1993.

Pihl, Marshall and Bruce and Ju-Chan Fulton. Land of Exile: Contemporary Korean Fiction. Armonk: M.E. Sharpe, 1994.

Yu, Diane. Winds of Change: Korean Women in America. Silver Spring, MD: Women's Institute Press.

Curricular

Discover Korea. Asia Society, New York.

Teaching More About Korea. The Korea Society, New York.

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Recommended Resources on Korea: Grades K-12. Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109.

Understanding the Korean Peninsula in the 21st Century: Political, Economic, and Security Issues in the Asia/Pacific Region. SPICE, Stanford University, Stanford, CA

Websites

International Newspapers Online: South Korea. http://sun3.lib.uci.edu/~slca/newspapers/int_new1/skorea.htm

Korean Cultural Service Website. http://www.mofat.go.kr/en_usa.htm

University of Texas Website. http://asnic.utexas.edu/asnic/countries/korea/korea.html

Organizations

Asia Society, Education Department, 725 Park Avenue, New York, NY 10021.

Korean Information Center, Embassy of the Republic of Korea, 2370 Massachusetts Avenue NW, Washington, DC 20008.

Mongolia

Reynolds, Jan. Mongolia: Vanishing Cultures New York: Harcourt Brace, 1994. Two nomadic Mongolian children listen to stories of the past from their father and year for their own horses, creatures essential to their way of life. Ages 9-12.

Targ-Brill, Marlene. Mongolia (Enchantment of the World) Danbury: Children's Press, 1992. Describes the geography, history, culture, industry, and people of Mongolia.

Tibet

Feigon, Lee Demystifying Tibet: Unlocking the Secrets of the Land of the Snows Chicago: Ivan R. Dee, 1998. "Myths about Tibet's history and culture are closely connected with China, and an understanding of Tibet will also lead to insights on China. That's the underlying theme of a title which examines Tibet's very individual and unique developments. Tibet is not a part of China: the country's long and distinct history is here presented in an involving account" (Midwest Book Review)

Grunfeld, A. Tom. The Making of Modern Tibet Armonk: M.E. Sharpe, 1996. A general history of Tibet.

Harrer, Heinrich. Seven Years in Tibet New York: Putnam, 1997. A German author and mountaineer recounts his escape into Tibet during the Second World War and his subsequent acceptance into the Tibetan upper class and friendship with the Dalai Lama.

Rankin, Louise and Kurt Wiese. Daughter of the Mountains New York: Puffin Newbery Library, 1993. Momo undertakes a dangerous journey from the mountains of Tibet to the city of Calcutta, in search of her stolen dog, Pempa. Ages 9-12.

SOUTH ASIA: REGIONAL RESOURCES

Music of South Asia. http://www.wcpworld.com/native/soasia.htm. A site dedicated to furthering intercultural understanding and appreciation by sharing music. Specifically, the site provides access to documents discussing the major musical styles and instruments of South Asia. The site also lists links to the music of other regions.

South Asia. http://www.smsu.edu/contrib/library/resource/soasia.html. This site is organized and run by Southwest Missouri State University. It lists and provides links to the major newspapers of South Asia, including those from India, Pakistan, and Sri Lanka. The site also lists links to other South Asia sites. This resource is extremely useful for students and teachers interested in current events in South Asia. It may also be of use to students interested in journalism and comparative media studies.

South Asian Literature. http://www.ntu.edu.sg/home/mdamodaran/sabooks.html. Provides comprehensive lists of South Asian authors and their assorted works. Very useful for students and teachers interested in comparative literature.

South Asia Network. http://www.southasia.net/. Provides general information about the region as a whole and lists links to sources on countries within the region, including Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka. Site is useful for students searching for introductory materials about South Asia.

South Asian Websites. http://www.library.cornell.edu/Asia/AsiaKroch/osawebs.html. A comprehensive source of information on South Asia operated and maintained by Cornell University. The site lists general summary statistics on the economies, governments, and geography of each country in the region; additionally, the site provides useful regional and national maps. Excellent for general information.

SOUTH ASIA: COUNTRY RESOURCES

Afghanistan

Afghanistan Online. http://www.afghan-web.com/. Provides basic information on the country.

Interactive Central Asia Resource Project-Afghanistan. http://personal.rockbridge.net/bichel/afghan.htp. Lists background information on Afghanistan.

Online Concise Encyclopedia of Afghanistan. http://frankenstein.worldweb.net/afghan. An informative and accessible site which provides information on the country's politics, history, culture, economics, and current events.

Bangladesh

Embassy of Bangladesh. http://members.aol.com/banglaemb/main.htm. The official webpage of the Bangladeshi Embassy. The page provides useful information on U.S.-Bangladesh relations and also discusses trade and commercial ties.

Library of Congress Country Studies—Bangladesh. http://lcweb2.loc.gov/frd/cs/bdtoc.html. Provides easy access to summary information on basic statistics, geography, economics, security, politics, etc. for Bangladesh.

Webpages on Bangladesh. http://www.ccsi.com/bdesh/OtherBangladeshiPages/. Provides an alphabetized list of links to webpages on a variety of issues related to Bangladesh.

India

Indian Business. http://www.Southasia.com/. Provides business news about India as well as recent national news, regional maps, and access to other economically oriented sites.

Wolpert, S. The History of India. Cambridge, England: Cambridge University Press, 1993. Perhaps the most comprehensive and accessible book on India. Strongly recommended for students interested in learning about the subcontinent.

Pakistan

Pakistan Homepage. http://asnic.utexas.edu/asnic/countries/pakistan/index.html. A webpage operated by the University of Texas that provides a useful overview of the government, economy, geography, population, and tourist attractions of Pakistan. This site is useful for students interested in accessing general information about Pakistan.

Pakistan Links. http://members.tripod.com/~ksaed/pak.htm. An independently operated and maintained webpage that provides extensive links to websites dealing with many issues related to Pakistan. Very useful for general reference.

Pakistanlink. http://www.Pakistanlink.com/. Provides access to recent Pakistani news. This site is useful for students and teachers interested in current events in Pakistan.

Pakistan Students Association. http://www.rpi.edu/dept/union/paksa/. Provides easily accessible information about the country's history, government, culture, economy, and geography.

SOUTHEAST ASIA: REGIONAL RESOURCES

Asia News Link. http://users.worldweb.net/~howish/asia.htm. Provides access to news sources for Southeast Asia (and Asia generally).

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International Trade and Southeast Asia. http://www.unomundo.com/region/as/asse.htm. Provides information on trade relations between the region and other countries. The site also reports import/export statistics for the region and provides country links.

Maps of Asia. http://www.lib.utexas.edu/Libs/PCL/Map_collection/asia.html. Provides maps of various Asian countries. This site is useful for students interested in the geography of Asia.

Southeast Asian Information. http://sunSITE.nus.edu.sg/asiasvc.html. Focuses exclusively on Southeast Asia. This site provides individual country profiles and also includes a clickable map.

SOUTHEAST ASIA: COUNTRY RESOURCES

Australia

Australia WWW VL. http://www.austudies.org/vl/acaref.html. This site is maintained and operated by the University of Idaho and provides access to links on Australia, including access to Australian scholarly publications on art, literature, education, and government. This site is a useful resource for students and teachers.

Repositories of Primary Sources for Asia and the Pacific. http://www.uidaho.edu/special-collections/asia.html. Despite the name, the site focuses mainly on Australian resources. The site features a comprehensive list of links to Australian, Chinese, Fijian, Japanese, and other Asian countries' resources. This site may be useful for students and teachers making contact with foreign universities.

Indonesia

Ethnologue-Indonesia. http://www.sil.org/ethnologue/countries/Inde.html. Provides access to information on the ethnic composition of Indonesia, including location, language, and population.

Thailand

Guide to Thai Information on the Internet. http://www.mahidol.ac.th/thailand/. Sponsored by Mahidol University and Thai Airways, this site offers a comprehensive view of Thailand. Everything from food to modern art to energy use is included.

EASTERN EUROPE: REGIONAL RESOURCES

Russian and East European Institute, Indiana University, Ballantine Hall 566, Bloomington, IN 47405-6615; tel. 812.855.0391; http://www.indiana.edu/~reeiweb.

Europe/Russia/Eastern Europe. http://www.crosswinds.net/~dboals/europe.html. Provides links to websites on the history and politics of the region. The site is especially useful for K-12 teachers.

EASTERN EUROPE: COUNTRY RESOURCES

Estonia

Estonia Wide Web. http://www.ee/www/welcome.html. Provides a large search engine that can help students access information on the Estonian economy, government, culture, and so forth. Good site for conducting research.

Geography Department, Lerner Publications, eds. Estonia: Then & Now. Minneapolis: Lerner Publications, 1992. Discusses the history, geography, resources, politics, ethnography, economics, and future of this Baltic country annexed by the Soviet Union in 1940 and independent once again in 1991. Ages 9-12.

Moroney, Lynn, adap. and Veg Reisberg, ill. Elinda Who Danced in the Sky: An Estonian Folktale. San Francisco: Children's Book Press, 1990. An Estonian folk tale about the sky goddess Elinda, who overcomes her disappointment at losing Prince Borealis by continuing her work of guiding the birds in their migrations. Ages 9-12.

Finland

Boehm, David A., ed., and Lerner Geography Department, Lerner Publications. Finland: In Pictures. Minneapolis: Lerner Publications, 1991. Introduces the topography, history, society, economy, and governmental structure of Finland. Ages 9-12.

McNeil, M.E.A. The Magic Storysinger: A Tale from the Finnish Epic Kalevala. Owing Mills: Stemmer House, 1993. From his mysterious birth through his various adventures and accomplishments, Finnish folk hero Vainamoinen makes use of his ability to create magic songs and spells.

Tan, Chung Lee. Finland (Festivals of the World). Milwaukee: Gareth Stevens, 1998. Describes how the culture of Finland is reflected in the celebration of festivals throughout the year, including Midsummer Festival, Pkkujoulu, Shrove Tuesday, and Student's Day.

Hungary

Embassy of Hungary. http://www.hungaryemb.org. The official website of the Hungarian Embassy. It features links to sites on Hungary as well as information on a variety of topics related to the country, including basic facts and figures, economic data, Hungarian-U.S. relations, and travel information. This is a useful site for students learning about Hungary.

Degh, Linda (comp.). Hungarian Folktales: The Art of Zsuzsana Palko (World Folktale Library). Jackson: University Press of Mississippi, 1996. A collection of tales told by a famous Hungarian storyteller. It has traditional narratives full of kings, castles, wizards, and magic animals and provides appendices explaining customs, phrases, and some Hungarian words.

Esbenshade, Richard S. Hungary (Cultures of the World). Tarrytown: Marshall Cavendish, 1994. This book describes the geography, history, government, people, and culture of Hungary. Ages 9 - 12.

Hill, Raymond. Hungary (Nations in Transition). New York: Facts on File, 1997. The history of Hungary from ancient to modern, filled with essential facts, ideal for young adults.

Hintz, Martin. Hungary: Enchantment of the World. Chicago: Children's Press, 1988. Discusses the geography, history, economics, and culture of Hungary.

Poland

Polish Studies Center, Indiana University, 1217 E. Atwater, Bloomington, IN 47401-3703; tel. 812.855.1507; http//www.indiana.edu/~polishst.

The Polish Academic Information Center. Contact: tel. 716.645.6569; http://wings.buffalo.edu/info-poland. A joint project of the University of Buffalo and the Jagiellonian University, Krakow, the Center's primary purpose is to provide information via its webpage about Polish Studies in the U.S., and to make educational offerings at Polish universities be more accessible to American students and faculty. The Center's webpage can also be used to provide elementary and high school teachers in the U.S. with access to materials.

Polish Heritage Curriculum Resource Guide. Contact: Christopher Kurczaba; Polish American Heritage Committee, 6219 N. Milwaukee Avenue, Chicago, IL 60646-3730; tel. 773.774.7711; polam@ibm.net. This guide, published by the Office of Language and Cultural Education, Chicago Public Schools, consists of a Teacher Guide and three Curriculum Resource Guides (K-2, 3-5, and 6-8). The materials have been disseminated throughout the Chicago Public School system as, in the words of the Schools' Chief Executive Officer, "a valuable addition to every teacher's desk."

Sharing Our Heritage: A Polish American Heritage Packet for Educators. Contact: American Council for Polish Culture; P.O. Box 9449, Washington, DC 20016 or 2025 "O" Street, Washington, DC 20036. This packet, published by the American Council for Polish Culture, surveys historical and cultural subjects and would be suitable for middle school or high school readers. Contains some useful lists of Polish-American organizations, short bibliographies, and video resources.

Teachers' Study Guide for Poland (U.S. Peace Corps' DESTINATONS Series). Contact: U.S. Government Printing Office; tel. 800.424.8580, ext. 2283.

Russia

Russia and Former USSR Maps. http://www.lib.utexas.edu/Libs/PCL/Map_collection/commonwealth.html. This site is maintained and operated by the University of Texas. As the title suggests, this page features maps of both Russia and the former states of the USSR. This site is useful for students and teachers interested in the geography of the former USSR.

Russian Information. http://sunsite.usu.ru/. Lists links to information on Russia, including that on politics, government, maps, and economics.

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Russia on the Net. http://www.ru/. A search engine for topics on Russia. This site is a useful comprehensive guide to information on Russia.

LATIN AMERICA AND THE CARIBBEAN: REGIONAL RESOURCES

Center for Latin American and Caribbean Studies, Indiana University, 1125 E. Atwater, Bloomington, IN 47405-7704; tel. 812.855.9097; http://www.indiana.edu/~clacs.

Websites

Eco-Travel in Latin America. http://www.txinfinet.com/mader/ecotravel/south/south.html. This site is useful for those interested in eco-tourism and sustainable development.

Environmental Information Resources. http://www.gwu.edu/~greenu/inter.html. A primary gateway service to sites around the world that treat environmental issues. Web servers in several Latin American countries, such as the National Amazonian Research Center in Brazil, the Institute of Biodiversity in Costa Rica, and Biodiversidad de America Latina in Mexico, are linked to this site.

Handbook of Latin American Studies—HLAS Online. http://www.library.yale.edu/latinamerica/refbib.html. One of the basic bibliographic tools that lists both books and recently published journal articles on Latin American themes. There is a hard-copy version as well as an online version.

Hispanic American Periodicals Index (HAPI). http://hapi.gseis.ucla.edu/. Available in both a hard-copy version and as an online electronic product, this is a basic indexing tool for some 400 key journals in the humanities and social sciences published throughout the world that regularly feature articles on Latin American-related topics. The scope of coverage begins in 1970 and updates annually. The Web version, called HAPI Online, requires a subscription fee.

Info-LatinoAmerica on BiblioLine (Latin American Information System). http://www.nisc.com/. NISC (National Information Services Corp.) currently offers a fee-based subscription service that includes access to a database useful for social science research on Latin America.

InfoManage International. http://infomanage.com/conflictresolution/. This site has a homepage devoted to conflict resolution around the world with tables listing potential or current areas of civil strife arranged by country. There are hyperlinks to related sources of information, including Peru's Tupac Amaru rebels.

Internet Resources for Latin America. http://www.lib.duke.edu/ias/latamer/internet.htm. An online electronic guide to Internet resources, prepared by Molly Molloy at the New Mexico State University Library in Las Cruces, provides an excellent overview of the depth and variety of the myriad resources on Latin America.

Latin American Database (LADB). http://ladb.unm.edu/. Available by annual subscription fee from the Latin American Institute of the University of New Mexico. LADB describes itself as "a news and educational service on Latin America." This service regularly indexes and abstracts the contents of a number of Latin American newspapers and journals.

Latin American Network Information Center. http://www.lanic.utexas.edu/. Provides a general guide to political and economic facts about Latin America. The level of sophistication is appropriate for high school students interested in basic information about Latin America.

Latin-Focus. http://www.latin-focus.com/. Provides data on recent economic trends regionally and for individual countries across Latin America. This site is probably too advanced for intermediate school and lower-level high school students. It is appropriate for those who have had micro- or macroeconomics or are advanced high school students.

Latin World. http://www.latinworld.com/. A directory of Internet resources on Latin America and the Caribbean that features search engines and links to other sources on the two regions.

The Organization of American States (OAS). http://www.oas.org/. The official webpage of the OAS provides an accessible guide to basic information about the organization, including its history, membership, mission, and current programs. This site helps underscore the increasing importance of multilateral organizations in world and regional affairs.

United States Institute of Peace. http://www.usip.org/pubs/pworks/state10/forwrd10.html. An organization devoted to global peace, USIP of Washington, D.C., offers online viewing of its Paperworks series of publications, including those related to Latin America.

University of Texas—Latin American Network Information Center (UT-LANIC). http://lanic.utexas.edu/. The major gateway to the Latin American resources on the Internet.

Curricular

Covington, Paula H., ed. Latin America and the Caribbean: A Critical Guide to Research Sources. New York: Greenwood Press, 1992. Lists all manner of published library reference tools that one would find useful in doing Latin American-related research.

de Cortes, Oralia Garza, and Louise Yarian Zwick. "Hispanic Materials and Programs: Bibliography." In Venture into Cultures: A Resource Book of Multicultural Materials and Programs. ed. Carla D. Hayden. Chicago: American Library Association, 1992, pp. 82-99. The listings of both fiction and nonfiction are divided into English and Spanish titles. Appropriate grade levels are included, with detailed annotations.

Duran, Daniel Flores. Latino Materials: A Multimedia Guide for Children and Young Adults. New York: Neal, Schuman, 1979. Books and films for elementary and secondary grades are divided within three bibliographies, those having a Mexican-American focus, those with a Puerto Rican focus, and general, referring to all Spanish-speaking groups.

"Recommended and Not Recommended Books About Latinas/os for Young Readers." Multicultural Review 3 (December 1994): 50-54. Ten recommended titles and 15 not recommended.

Rochman, Hazel. "Latinos." In Against Borders: Promoting Books for a Multicultural World. Chicago: American Library Association, 1993, pp. 207-218. One section of the chapter on Ethnic USA is devoted to Latinos. The majority of the books listed were published in the 1980s and 1990s. Divided into nonfiction, fiction, and videos, the entries include appropriate grade levels and detailed annotations.

Schon, Isabel. A Bicultural Heritage: Themes for the Exploration of Mexican and Mexican-American Culture in Books for Children and Adolescents. Metuchen, NJ: Scarecrow Press, 1978. The themes of customs, lifestyles, heroes, folklore, and history are covered, with each area divided into three age levels from K-12. Each grade level is further divided into outcomes, books, discussions, and evaluation and follow-up activities. The lists of books include recommended as well as not recommended titles, with the stated idea that there are too many stereotypes and misconceptions about Mexican-Americans, and these books should not be allowed to perpetuate them.

Talbot, Jane Mitchell, and Gilbert R. Cruz. "Children's Literature." In A Comprehensive Chicano Bibliography 1960-1972. Austin, Texas: Jenkins Publishing Co., 1973, pp. 285-98. Brief citations for one hundred titles.

Fiction

Cisneros, Sandra. The House on Mango Street. New York: Vintage Books, 1989. A series of vignettes captures the thoughts and emotions, in poems and stories, of Esperanza Cordero, a young girl growing up in the Hispanic quarter of Chicago. Grades 9-12.

Soto, Gary. Baseball in April and Other Stories. San Diego: Harcourt Brace Jovanovich, 1990. Youth and age, love and friendship, success and failure are the themes of these 11 short stories focusing on the everyday adventures of Mexican-American young people growing up in Fresno, California. Glossary of Spanish words and phrases included. Grades 7-8.

Soto, Gary. Local News. San Diego: Harcourt Brace Jovanovich, 1993. A collection of 13 short stories about the everyday lives of Mexican-American youth in California's Central Valley. Glossary of Spanish words and phrases included. Grades 6-7.

Soto, Gary. Taking Sides. San Diego: Harcourt Brace Jovanovich, 1991. Fourteen-year-old Lincoln Mendoza, an aspiring basketball player, must come to terms with his divided loyalties when he moves from the Hispanic inner city to a white suburban neighborhood. Glossary of Spanish words and phrases included.

Poetry

Carlson, Lori M. (ed.). Cool Salsa: Bilingual Poems on Growing Up Latino in the United States. New York: Henry Holt and Company, 1994. Thirty-seven poems in English and Spanish by contemporary Latino/a writers.

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Soto, Gary. A Fire in My Hands: A Book of Poems. New York: Scholastic, 1990. Poems about growing up, family, friendships, and first love drawn from a background of growing up Mexican-American in the San Joaquin Valley in Central California. A question-and-answer section about poetry is included.

Nonfiction

Aliotta, Jerome J. The Puerto Ricans. Introductory essay by Daniel Patrick Moynihan. The Peoples of North America. New York: Chelsea House Publishers, 1991. Discusses the history, culture, and religion of Puerto Ricans, their place in American society, and the problems they face as an ethnic group in North America. Grades 5-7.

Fernandez-Shaw, Carlos M. The Hispanic Presence in North America from 1492 to Today. Translated by Alfonso Bertodano Stourton and Others. New York: Facts on File, 1991. A general historical overview beginning with colonization and a discussion of Hispanic culture is followed by a state-by-state study of the history and influence of Hispanics in the United States. Grades 6-10.

Kanellos, Nicolas. The Hispanic-American Almanac: A Reference Work on Hispanics in the United States. Detroit: Gale Research, 1995. Discusses a broad range of important aspects of Hispanic life and culture in the United States. Topics include population, the family, education, law and politics, religion, literature, art, and business. A chronology, a historical overview, significant documents, and historical landmarks are also included. Grades 7-12.

Sinnott, Susan. Extraordinary Hispanic Americans. Chicago: Children's Press, 1991. Organized chronologically, profiles the lives of Hispanics who helped shape the history of the United States, from fifteenth-century explorers to twentieth-century writers, entertainers, and politicians. Grades 6-8.

Telgen, Diane, (ed.). Notable Hispanic American Women. Detroit: Gale Press, 1995. Short biographies of famous Hispanic American women. Grades 9-12.

1997 Americas Book Award Winners

Jimenez, Francisco. The Circuit: Stories from the Life of a Migrant Child. Albuquerque: University of New Mexico Press, 1997. The author writes about a family's customs, beliefs, and hopes along with the cruel reality of never-ending migrant labor camps from which escape is nearly impossible. The independently told stories lend themselves to being read out loud to a wide range of audiences. Grades 6-8.

1997 Americas Commended List

Hernandez, Jo Ann Yolanda. White Bread Competition. Houston: Piñata Books, 1997. When Luz, a ninth-grade Chicana student in San Antonio, Texas, wins a spelling competition, her success triggers a variety of emotions among friends, family, and the broader community. Multiple points of view and recurring metaphors add to the richness and complexity of a story that can be read either as a single narrative or as a collection of short stories. Grades 8-10.

Martinez, Floyd. Spirits of the High Mesa. Houston: Arte Publico, 1997. Growing up in a small town in New Mexico in the 1930s, young Flavio is caught between two cultures when outsiders come to wire the town for electricity. Flavio's grandfather, a community leader, is strongly opposed to the change because he knows it spells the loss of traditional culture. Sensitive Flavio is able to appreciate both old and new ways, making his life all the more difficult. Grades 6-8.

Soto, Gary. Buried Onions. New York: Harcourt Brace, 1997. When 19-year-old Eddie drops out of college, he struggles to find a place for himself in an economically depressed inner-city environment offering few attainable or safe alternatives. Fresno is plagued by the same underemployment and racism that characterize many of the places where Latinos live in the U.S. Eddie works very hard to find a way to end this cycle and make his way differently. As he struggles to survive, it becomes clear that none of the choices available will open real possibilities for his development and satisfaction. Grades 9-12.

LATIN AMERICA AND THE CARIBBEAN: COUNTRY RESOURCES

Mexico

Mexico Economy. http://www.emulateme.com/economy/mexicoecon.htm. Features a long written description and assessment of the Mexican economy, complete with various statistics and summaries.

ABC Country Book of Mexico. http://www.theodora.com/wfb/mexico_economy.html. Lists a clickable menu of options that allow the student or teacher to access information on a variety of topics related to Mexico. Such topics include information about the Mexican government, economy, people, and geography, to name a few.

MIDDLE EAST: REGIONAL RESOURCES

Middle Eastern Studies Program, Indiana University, Goodbody Hall 102, 1011 E. 3rd Street, Bloomington, IN 47405-7001; tel. 812.855.5993; http://www.indiana.edu/~nelcmesp

Reference Guides, Print

Atiyeh, George (comp.). The Contemporary Middle East, 1948-1973: A Selective and Annotated Bibliography. Boston: G.K. Hall, 1975.

Auchterlonie, Paul (ed.). Introductory Guide to Middle Eastern and Islamic Bibliography. Oxford: Middle East Libraries Committee, 1990.

Dorr, Steven. Scholars' Guide to Washington, D.C., for Middle Eastern Studies: Egypt, Sudan, Jordan, Lebanon, Syria, Iraq, the Arabian Peninsula, Israel, Turkey, Iran. Washington, D.C.: Smithsonian Institution Press, 1981. Identifies collections and organizations related to the study of the Middle East in the Washington, D.C. area.

Geddes, Charles. Guide to Reference Books for Islamic Studies. Denver: American Institute for Islamic Studies, 1985.

Littlefield, David. The Islamic Near East and North Africa: An Annotated Guide to Books in English for Non-Specialists. Littleton, Colo.: Libraries Unlimited, 1977.

Maiseles, Gustav. Reference Literature to Arabic Studies: A Bibliographic Guide. Tel Aviv: University Publishing Projects, 1978. Though a little dated, this volume provides a comprehensive listing of bibliographies, biographical sources, encyclopedias, manuscripts, language and lexicon sources, historical resources, and periodicals.

Prpic, George. The Modern Middle East: A Reference Guide. 2nd ed. Cleveland: Institute for Soviet and East European Studies, John Carroll University, 1987.

Silverburg, Sanford. Middle East Bibliography. Metuchen, N.J.: Scarecrow Press, 1992.

Simon, Reeva. The Modern Middle East: A Guide to Research Tools in the Social Sciences. Boulder, Colo.: Westview Press, 1978. Focuses on general research tools in modern history, sociology, political science, anthropology, geography, economics, and education.

Sluglett, Peter and Marion Farouk-Sluglett (eds.). The Times Guide to the Middle East: The Arab World and Its Neighbors. 3rd ed. London: Times Books, 1996.

Websites

ABZU: Guide to Resources for the Study of the Ancient Near East Available on the Internet. http://www-oi.uchicago.edu/OI/DEPT/RA/ABZU/ABZU.HTML

ArabNet. http://www.arab.net. The Online Resource for the Arab World in the Middle East and North America. Emphasizes news, commercial information, and cultural information. It is organized by country and other websites, including a Middle East Internet directory. The site is more useful for the study of current events than historical research, but it is an excellent starting point for finding other Web resources.

Arab World Online—The Source for Information on the Arab World. http://www.awo.net.

Center for Middle Eastern and North African Studies: University of Michigan. http://www.umich.edu/~iinet/cmenas.

CiAS Front Page. http://l-cias.com.

Defenselink. http://www.defenselink.mil/pubs/prolif/me_na.html. A webpage that features essays on United States strategic interests in the Middle East and Asia more generally. Although the site focuses primarily on strategic/military issues, it is an interesting read and may help students think about the geostrategic motivations behind certain U.S. policies with respect to the Middle East.

Jewishnet. Global Jewish Information Network. http://jewishnet.net/. Includes links to libraries, Arab-Israeli relations, education, law, the social sciences, and Judaica. It is one of the best sites for identifying Israeli and Jewish webpages and links to sites related to contemporary Jerusalem and Israel.

Middle East Network Information Center: The World Wide Web Virtual Library. http://link.lanic.utexas.edu/menic/. This site, maintained by the Center for Middle Eastern Studies at the University of Texas, is perhaps the best single site for Middle Eastern Studies. It includes links to other centers and institutes and is well designed and easy to use. Subject categories include arts and culture, business and economics, government, travel and geography, news, religion, and natural resources and oil.

Middle East North Africa Internet Resource Guide. http://www.cc.utah.edu/~jwr9311/MENA.html.

University of Utah: Middle East Center. http://www.utah.edu/mec.

MIDDLE EAST: COUNTRY RESOURCES

Egypt

Egypt Maps. http://www.lib.utexas.edu/Libs/PCL/Map_collection/egypt.html. maintained and operated by the University of Texas, this site features a variety of maps of Egypt. Very useful for students and teachers interested in Egypt's geography.

Egypt's Sites. http://att2.cs.mankato.msus.edu/~labib/egypt1.html. Lists links to information on Egypt, including travel, history, culture, politics, and so forth. This site is extremely helpful for students who want a broad introduction to Egypt.

Iran

Iran Online. http://iranol.com/. Features lists of and links to information on Iran, including current events, culture, education, government, and science. This site is useful for accessing general information on Iran.

Islamic Republic of Iran. http://userwww.service.emory.edu/~sebrahi/PN/int.html. Provides access to information on Iran, including government data, political news, geographic information, and overviews of the Iranian economy.

On the Road to Iran. http://ping4.ping.be/~pin03550/iran.htm. Provides a clickable map of Iran as well as most other Asian countries and gives a brief historical description of the major sites and regions of Iran. Students will find this site interesting.

Israel

Focus on Israel. http://focusmm.com.au/israel/is_giamn.htm. Lists general information on Israel, including links to culture, religion, politics, and other related sites. This site is useful for students interested in learning about the history and cultural traditions of Israel.

Israel Finance Ministry. http://www.mof.gov.il/beinle/Hotlinks.htm. Provides links to sites dealing with Israeli industry, finance, and American-Israeli relations.

Israel Guide. http://www.iguide.co.il/. A search engine focused on Israeli sites and resources. The engine is large and provides a useful tool for students and teachers.

Shamash. http://www.shamash.org. The Jewish Internet Consortium features links to both Jewish sites generally and to Israel more particularly.

Saudi Arabia

Kingdom of Saudi Arabia. http://www.mideastinfo.com/saudi.htm. Provides comprehensive information on Saudi Arabia, including a general country profile, economic data, educational information, and links and summaries about government and politics.

Indiana Companies
With Foreign Investment

AUSTRALIA

A1	Neoteric USA, Inc., Terre Haute	I3
A2	Visy Recycle, Inc., Hartford City	E9
A3	North American Packaging Corp., Indianapolis	G6
A4	Bell Packaging, Marion	E8
A5	Unidrive PLC, Fishers	G7

AUSTRIA

B1	Assman Corporation of America, Garrett	B9

BELGIUM

C1	EXMIN Corporation, Bloomington	J5
C2	Hedwin Corporation, LaPorte	A5
C3	Hedwin Corporation, South Bend	A6
C4	Solvay Automotive, Inc., South Bend	A6
C5	He[illegible] Electro-Nite Company, Peru	D6

BRAZIL/GERMANY

D1	KS Bearings, Inc., Greensburg	I9

BRITAIN

E1	A.E. Staley Mfg. Co.(3 plants), Lafayette	E4
E2	AE Pistons, South Bend	A6
E3	AIRCO, LaPorte	A5
E4	AIRCO Industrial Gases, Indianapolis	G6
E5	Capital Consolidated, Inc., Indianapolis	G6
E6	Creation Windows, Inc., Elkhart	A7
E7	Faultless Caster Division, Evansville	N2
E8	General Shale Products, Mooresville	H6
E9	ICI Americas, Inc., Charlestown	L8
E10	Libby-Owens-Ford, Shelbyville	H8
E11	Manley Brothers, Chesterton	A4
E12	Purina Mills, Inc., Frankfort	F5
E13	Pyro Energy Corporation, Evansville	N2
E14	Regal Rugs, North Vernon	J8
E15	Shane Mining Co., Knox County	K2
E16	Tompkins Industries, Inc., Lebanon	F5
E17	Wellman Thermal Systems Corp., Shelbyville	H8
E18	Zereca Resins, Inc, Frankfort	F5
E19	Addison-Wesley Publishing Co., Indianapolis	G6
E20	Aej Goetze, South Bend	A6
E21	Bentline Division, Bristol	A7
E22	BICC Cable Co., Marion	E8
E23	BOC Gases, LaPorte	A5
E24	Bock Division/Bull Moose Tube Co., Elkhart	A7
E25	TI Group/Tubes International, Ashley	A9
E26	Chemcraft, Elkhart	A7
E27	Dexter Axle Division, Elkhart	A7
E28	DSM, Evansville	N2
E29	Fort Wayne Vehicle Auction Inc., Fort Wayne	C9
E30	Phillips Products, Elkhart	A7
E31	Rexham Plastics, Princeton	M2
E32	Rexham Plastics Corp., Evansville	N2
E33	Rim & Wheel, Elkhart	A7
E34	Shelter Products Group, Elkhart	A7
E35	Troyer Foods Inc., Goshen	A7
E36	British Tire-AntiVibration Systems	

FRANCE

H1	Air Liquide, Washington	K3
H2	American Steel Corp., Scottsburg	K8
H3	Ball Foster Glass, Muncie	F9
H4	Callahan Enterprises, Inc., Lebanon	F5
H5	Caltherm Corporation, Columbus	J7
H6	Cybotech Corp., Indianapolis	G6
H7	Indiana Packers Corporation, Delphi	E5
H8	Koch, Terre Haute	I3
H9	Permawick Company, Columbus	J7
H10	Safeway Building Services, Indianapolis	G6
H11	Thomson Consumer Electronics, Carmel	G7
H12	Valeo Engine Cooling, Inc., Greensburg	I9
H13	Voris Seeds, Tipton	F7
H14	American National Can Co., Hammond	A2
H15	American National Can Co., LaPorte	A5
H16	American National Can Co., Valparaiso	B4
H17	Ball Foster Glass, Marion	E8
H18	Central Soya, Morristown	H8
H19	Limegreini Genetics, Lebanon	F5
H20	Rhone-Povlenc Bosic Chemicals, Hammond	A2
H21	Square D Co., Highland	A2
H22	Square D Co., Huntington	D8
H23	Square D Co., Peru	D7
H24	Vigimac, Valparaiso	B4
H26	Thomson Consumer Electronics, Marion	E8
H27	Ugimag, Inc., Valparaiso	B4
H28	Callahan Seeds, Westfield	G7
H29	U.S. Filter/Envirex, Madison	K9

FRANCE/GERMANY

FG1	Valeo Sylvania, Seymour	J7
FG2	Heye America, Marion	E8

FRANCE/SPAIN

FS1	Hamelin Industries, Warsaw	B7
FS2	Virbac, New Castle	G9

GERMANY

I0	Abreist Corporation, Urbana	D7
I1	Al-ko Kober, Elkhart	A7
I2	American Electronic Components, Elkhart	A7
I3	American Timbex, Mooresville	H6
I4	BMG Music Group, Indianapolis	G6
I5	Boehringer-Mannheim Diagnostics, Indianapolis	G6
I6	Budd Company, Kendallville	B9
I7	Claas of America, Columbus	J7
I8	David R. Webb Company, Inc., Edinburgh	I7
I9	DePuy Inc., Warsaw	B7
I10	Egyptian Coatings, Lafayette	E4
I11	Eimeldingen Corp., Indianapolis	G6
I12	ESCAN, Ligioner	A8
I13	Eubama-Rottweil, Elkhart	A7
I14	Freudenberg-NOK, Scottsburg	K8
I15	Freudenberg-NOK, Shelbyville	H8
I16	Freudenberg-NOK, Morristown	H8
I17	Freudenberg-NOK, Ligonier	A8

M7	Robur Corporation, Indianapolis	G6
M8	Idra U.S.A., Kokomo	E6
M9	Bonfiglioli, Lafayette	E4
M10	C.F. Gomma USA, Columbia City	C8
M11	ESSROC Materials, Logansport	D6
M12	Muncie Power Products, Muncie	F9

JAPAN

P1	Ainak, Inc., Indianapolis	G6
P2	AIRVAC, Inc., Rochester	C6
P3	Aisin U.S.A., Seymour	J7
P4	Aisin Drivetrain, Crothersville	K7
P5	AK Steel Corp., Rockport	N4
P6	Alpine Electronics Mfg. of America, Greenwood	H7
P7	Alps Automotive, Inc., Carmel	G7
P8	American-Newlong, Inc., Indianapolis	G6
P10	Andersen Development Company, Inc., Gary	A3
P11	Apollo America Corp., Jeffersonville	M8
P12	Arvin Sango, Inc., Madison	K9
P13	Asahi Tec America Corp. Richmond	G10
P14	Atom Precision of America, Inc., Greenwood	H7
P15	Austin Tri-Hawk, Inc., Austin	K7
P16	Blasdel Enterprises, Greensburg	I9
P17	Blue River Stamping, Shelbyville	H8
P18	Castec Corporation, Munster	A2
P19	Casting Technology Corp., Richmond	G10
P20	Central Fine Pack, Inc., Fort Wayne	C9
P21	Century Tube Corporation, Madison	K9
P22	CME Automotive Corporation, Monroeville	C10
P23	Consolidated Grain & Barge, Inc., Mt. Vernon	N1
P24	Cummins Komatsu Engine Company, Seymour	J7
P25	D.A. Inc., Charlestown	L8
P26	Diamet Corporation, Columbus	J7
P27	Digital Audio Disc Corp., Terre Haute	I2
P29	Eften, Inc. (Plant II), North Manchester	C7
P30	Elsa Corp., Elwood	F7
P31	Enceratec, Inc., Columbus	J7
P32	Enkei America, Columbus	J7
P33	Femco Magnet Wire Corp., Franklin	I7
P34	Feradyn, Inc., Indianapolis	G6
P35	Firestone Building Products Co., Carmel	G7
P36	Firestone Industrial Products Co., Inc., Noblesville	G7
P37	Firestone Industrial Products Co., Inc., Carmel	G7
P38	Freudenberg-NOK, Morristown	H8
P39	Freudenberg-NOK, Shelbyville	H8
P40	Freudenberg-NOK (Plant I), Scottsburg Freudenberg-NOK (Plant II), Scottsburg	K8
P41	Freudenberg-NOK, Ligonier	A8
P42	Fuji Component Parts USA, Indianapolis	G6
P43	Fujitsu Ten Corp. of America, Rushville	H8
P44	GECOM, Greensburg	I9
P45	General Products, Corp., Angola	A10
P46	General Seating of America, Inc., Frankfort	F5
P47	G.K.I. Corp., Goshen	A7
P48	H.A. Parts Products of Indiana (Happico), Greencastle	H4
P49	Hansen Mfg. Company, Princeton	M2

P116	P.K. USA, Inc., Shelbyville	H8
P117	Poly Hi Solidur, Fort Wayne	C9
P118	PowderTech Corporation, Valparaiso	B4
P119	Precision Tools Service, Inc., Columbus	J7
P120	Processing Technologies, Inc., Burns Harbor	A3
P121	Rightway Fasteners, Inc., Columbus	J7
P122	Rohm Corporation, Kokomo	E6
P123	Ryobi Die Casting (USA), Inc., Shelbyville	H8
P124	Sanko Peterson Corp., Richmond	G10
P125	Sankyo America, Inc., Indianapolis	G6
P126	Sanyo Verbatim CD Corp., Richmond	G10
P127	SEAC Co., Inc., Peru	D7
P128	Seradyn, Inc., Indianapolis	G6
P129	Seymour Tubing, Seymour	J7
P130	Sintering Technologies, Inc., Greensburg	I9
P131	SMC Pneumatics, Inc., Indianapolis	G6
P132	Sony Electronics, Inc., (Automotive OEM Division), Kokomo	E6
P133	Subaru-Isuzu Automotive, Inc., Lafayette	E4
P134	Sun Chemical Corp., Frankfort	F5
P135	Sun Chemical Corp., Indianapolis	G6
P136	Tasus Corporation, Bloomington	J5
P137	TDK Corporation of America, Indianapolis	G6
P138	Tenkoh-Doh Co., Ltd., Greenwood	H6
P140	Tokai Rika Indiana, Inc., Ashley	A9
P141	Toyoshima Special Steel USA, Indianapolis	G6
P142	Toyota Industrial Equipment Mfg. Corp., Columbus	J7
P143	Toyota Motor Manufacturing Indiana Inc., Princeton	M2
P144	Toyota Tsusho America, Inc., Columbus	J7
P145	Toyota Tsusho America, Inc., Princeton	M2
P146	Uniden Corporation of America, Indianapolis	G6
P147	United Globe Nippon, Inc., Valparaiso	B4
P148	Vicksmetal/Armco Associates, Frankfort	F5
P149	Yamazen USA, Inc., Indianapolis	G6
P150	Yasui Seiki Company (USA), Bloomington	J5
P151	Yuma Industries, Inc., Shelbyville	H8
P152	Arvin LLC, Franklin	I7
P153	Bartlett Corp., Muncie	F9
P154	Diamond Plastics Corp., Muncie	F9
P155	Excell USA, Inc., Vincennes	K2
P156	Freudenberg-NOK, Scottsburg	K8
P157	Fujitsu Ten of America, Carmel	G7
P158	Hase Technology Inc., Williamsport	F3
P159	Hitachi Data Systems/NAV Dist. Center, Plainfield	H6
P160	Kamaya, Inc., Fort Wayne	C9
P161	Keihin Aircon North America, Inc., Muncie	F9
P162	Kuri Tec Mfg., Williamsport	F3
P163	Logansport Matsumoto, Logansport	D6
P164	MEC of Indiana LLC, Winchester	F10
P165	Mitutoyo, Fishers	G7
P166	NACHI America Inc., Indianapolis	G6
P167	NSK Corp., Liberty	H10

LIECHTENSTEIN

LS1	Hilti Inc., Merrillville	B3

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	(BTR-AVS), Peru	D6
E37	GKN-Sinter Metals, Salem	L7
E38	LINPAC Plastics, Mt. Vernon	N1
E39	Stant Mfg. a Div. of Tompkins PLC, Connersville	H9
E40	*Topp Safety Apparel, Inc., Rochester*	C6
E41	Bristol Tool Company, North Vernon	J8
E42	Dexter Axle, North Manchester	C7
E43	Elmsteel, Lafayette	E4
E44	GKN Sintering Metals, Salem	L7
E45	Invensys Appliance Controls, North Manchester	C7
E46	MacMillan Publishing USA, Carmel	G7
E47	Rexam Metallising, Greenfield	G7
E48	Rolls-Royce Allison, Indianapolis	G6
E49	Stewart Warner South Wind Corp., Troy	N4
E50	Tri-Industries, Terre Haute	I3
E51	UnderSea Sensor Systems, Columbia City	C8

CANADA

F1	Abitibi Corporation, Middlebury	A8
F2	Alcan Building Products, Elkhart	A7
F3	Alcan Rolled Products, Terre Haute	I3
F4	Alpine Plant Foods, Corydon	M6
F6	Canam Steel Corporation, Lafayette	E4
F7	Cutting Inc., Indianapolis	G6
F8	Easy Heat, Inc., New Carlisle	A5
F10	Hamelin Industries, Warsaw	B7
F11	Inco Alloys International, Inc., Elkhart	A7
F12	Instant Products of America Inc., Columbus	J7
F13	Joseph E. Seagram & Sons, Inc., Lawrenceburg	J10
F15	Moore North America Inc., Angola	A10
F16	Pan American Screw, Elkhart	A7
F17	PCL, Elkhart	A7
F18	Thompson (Tribune-Star), Terre Haute	I3
F19	The New Albany Tribune and Ledger, New Albany	M7
F20	ABT Co., Middlebury	A8
F21	Bluffton Agricultural Industrial Corp., Bluffton	D9
F22	Herald Bulletin, Anderson	F8
F23	KT Industries Inc., Fort Wayne	C9
F24	Long Manufacturing, Inc., Danville	H5
F25	Maplehurst Bakeries, Inc., Brownsburg	G6
F26	Mobile Drilling, Indianapolis	G6
F27	Neo Industries, Inc., Portage	A3
F28	Uniplast Midwest Inc., Columbus	J7
F29	Slater Steels Corporation, Fort Wayne	C9
F30	Jet Composites, Bluffton	D9
F31	Kromet America, Inc.	J8
F32	Associated Industrial Rubber, Indianapolis	G6
F33	CFM Majestic, Huntington	D8
F34	MakAuto, North Vernon	J8
F35	Michelin North America Inc., Woodburn	C10
F36	Mohawk Doors, Division of Premdor, South Bend	A6
F37	Olon, Washington	K3
F38	Premdor Company, Walkerton	B5
F39	Thomson, Indiana (Pharos-Tribune), Logansport	D6

CHINA

W1	Magnequench International, Anderson	F8

DENMARK

G1	Bergsoe Boliden Inc., Muncie	F8
G2	Plumrose, Elkhart	A7

FINLAND

Z1	Cultor Ltd., Terre Haute	I3
Z2	Wärtsilä NSD, North America, Mt. Vernon	N1

i18	Hamilton Glass Products, Vincennes	K2
i19	Hy-Line International, Tipton	F7
i20	Interstate Concrete, New Albany	M7
i21	Kaltenbach, Inc., Columbus	J7
i22	*Knauf Fiberglass GmbH, Shelbyville*	H8
i23	Koenig & Bauer/Egenolf Machine, Indianapolis	G6
i24	KTR Corporation, Michigan City	A4
i25	Lehigh Portland Cement Co., Mitchell	K5
i26	MG Industries, Inc., Mt. Vernon	N1
i27	Michigan Precision Industries, Knox	B5
i28	Miles, Inc., Elkhart	A7
i29	Miles, Inc., Mishawaka	A6
i30	Miles, Inc., South Bend	A6
i31	Nixdorf Computer Corp., Indianapolis	G6
i32	RCA Corporation/Records Division, Indianapolis	G6
i33	Bayer Corporation/Diagnostics, Mishawaka	A6
i34	Dental Products Division, South Bend	A6
i35	Haarmann & Reimer Biotech Products Division, Elkhart	A7
i36	Heye America, Marion	E8
i37	International Knife & Saw, Gary	A3
i38	Krupp Gerlach, Veedersburg	F3
i39	PSW Industries, Inc., Michigan City	A4
i40	Schwarz Pharma AG, Seymour	J7
i41	Böttcher America Corp., Tipton	F7
i42	Busak & Shamban, Fort Wayne	C9
i43	Axmann Conveying Systems, Inc., Jeffersonville	M8
i44	Bottcher America Corp., Tipton	F7
i45	Daimler Chrysler, Kokomo	E6
i46	KUS-Zollner Division, Fort Wayne	C9
i47	Lone Star Industries, Greencastle	H4
i48	New Venture Gear, Muncie	F9
i49	Siemens, Lafayette	E4
i50	SKW Trostberg VIAG, Centerville	G10
i51	Waupaca Foundry Inc., Tell City	N5

GERMANY/US

GU1	Indiana Pickling & Processing Co., Portage	A3

GREECE

K1	Beta Steel Corporation, Portage	A3

INDIA

Y1	Tata Consultancy Services, Columbus	J7

IRELAND

L1	Container Corporation of America, Anderson	F8
L2	Container Corporation of America, Wabash	D7
L3	Jefferson Smurfit Corporation, Frankfort	F5
L4	Jefferson Smurfit Corporation, Lafayette	E4
L5	PCL, Columbus	J7
L6	Jefferson Smurfit Corp., Anderson	F8
L7	Jefferson-Smurfit, Wabash	D7
L8	Virtus, LTD, Batesville	I9

ISRAEL

RL1	U.S. Leisure, Alexandria	F8
RL2	Resin Partners Inc., Carmel	G7

ITALY

M1	Biosound Inc., Indianapolis	G6
M2	Central Soya Co., Inc., Fort Wayne	C9
M3	Central Soya Co., Inc., Decatur	D10
M4	Indiana Packers Corporation, Delphi	E5
M5	Marbett Inc., Indianapolis	G6
M6	Peg Perego USA, Fort Wayne	C9

P50	Heartland Automotive LLC, Greencastle	H4
P51	Helena Chemical Company, Berne	D10
P52	Helena Chemical Company, Bluffton	D9
P53	Heritage Products, Inc., Crawfordsville	G4
P54	*Hirata Corp. of America, Indianapolis*	G6
P55	Hisada America, Inc., Edinburgh	I7
P56	Hitachi Cable Indiana, Inc., New Albany	M7
P57	Hoosier Veneer Corp., Trafalgar	I6
P58	Hoover Precision, Washington	K3
P59	ICT Corp., Lafayette	E4
P60	I/N Kote, I/N Tek, New Carlisle	A5
P61	Indiana Automotive Fasteners, Greenfield	G7
P62	Indiana Packers Corp., Delphi	E5
P63	Indiana Precision Forge, Inc., Shelbyville	H8
P64	Indiana Precision Tech., Inc., Greenfield	G7
P65	Inland Steel Co., East Chicago	A2
P66	INTAT Precision, Inc., Rushville	H8
P67	ISK Magnetics, Inc., Valparaiso	B4
P68	Jaytec, Inc., Portland	E10
P69	Joachim Machinery Co., Inc., (Okuma Resource Center), Indianapolis	G6
P70	KAMIC Corporation, Columbus	J7
P71	Key Fasteners Corp., Berne	D10
P72	Kobleco Compressors America, Inc., Elkhart	A7
P73	Kobleco Metal Powder of America, Seymour	J7
P74	Kokoku Wire Industries, South Bend	A6
P75	Kokusai, Inc., Indianapolis	G6
P76	KYB Industries, Franklin	I7
P77	LNP Engineering Plastics, Inc., Columbus	J7
P78	Madison Precision Products, Inc., Madison	K9
P79	Makita USA, Inc., Indianapolis	G6
P80	Master Halco, Inc., Indianapolis	G6
P81	M.C. Aluminum America, Inc., Columbus	J7
P82	Mi-Tech Steel, Inc., Greensburg	I9
P83	Mirwec Film, Inc., Bloomington	J5
P84	Mitsubishi Heavy Industries, Franklin	I7
P85	Moriden America, Inc., Indianapolis	G6
P86	MRM Toluic Co., Inc., Indianapolis	G6
P87	Mytex Polymers/Chemtrusion, Jeffersonville	M8
P88	NAC, Inc., North Vernon	J8
P89	Nachi Technology, Inc., Greenwood	H6
P90	Nagakura Engineering Works, Columbus	J7
P91	National Steel Corp., Midwest Steel Div., Portage	A3
P92	National Steel Corp., Mishawaka	A6
P95	NGK Metals Corp., Elkhart	A7
P96	Nifast Corporation, Indianapolis	G6
P97	Nifast Corporation, Evansville	N2
P98	Nippisun Indiana Corporation, Shelbyville	H8
P99	Nishikawa-Standard Company, Bremen	B6
P100	Nishikawa-Standard Company, Topeka	A8
P101	Nishikawa-Standard Company, Fort Wayne	C9
P102	Nissan Chemical America, Lafayette	E4
P103	Nissei Sangyo America, Ltd., Indianapolis	G6
P104	NAS Corp. (North American Sankyo Corp.), Shelbyville	H8
P105	North Vernon Industry Corp. (NVIC), North Vernon	J8
P107	NSK Corporation, Franklin	I7
P108	NSU Corporation (Plant I), Merrillville NSU Corporation (Plant II), Merrillville	B3
P109	NTN Driveshaft, Inc., Columbus	J7
P110	NTN-BCA, Greensburg	I9
P111	Okaya Electric America, Inc., Valparaiso	B4
P112	Onkyo America, Inc., Columbus	J7
P113	Orion America, Inc., Princeton	M2
P114	Panasonic Industrial Co., Indianapolis	G6

MEXICO

Q1	Anchor Glass Container Corp., Greendale	J10

THE NETHERLANDS

R1	Berkel Inc., Versailles	J9
R2	Berkel Inc., LaPorte	A5
R3	TBO/Paden International, Hope	I8
R4	ENBI Indiana Inc., Shelbyville	H8
R5	Grasso, Inc., Evansville	N2
R6	Indianapolis Thermal Processing, Indianapolis	G6
R7	Peerless Pump, Div. Indiana Head, Indianapolis	G6
R8	Phillips Circuit Assembly, West Lafayette	E4
R9	Selmer Company, Elkhart	A7
R10	Tree of Life Co., Bloomington	J5
R11	Lever Brothers Company, Hammond	A2
R12	Chinet, Hammond	A2
R13	DSM, Evansville	N2
R14	National Starch & Chemical Corp., Indianapolis	G6
R15	Holland Colors, Richmond	G10

THE NETHERLANDS/UK

RU1	Lever Brothers Company, Hammond	A2

SOUTH KOREA

SK1	Universal Bearings, Inc., Bremen	B6

SWEDEN

S1	Trelleborg, A.B., Logansport	D6
S2	Avesta Sheffield, Inc., New Castle	G9
S3	Boliden Metech, Inc., South Bend	A6
S4	Bremen Bearing Company, Inc., Bremen	B6
S5	Domestic Inc., Elkhart	A7
S6	Equipment Engineering/Alpha Lavel, Greenwood	H7
S7	Kemper Kitchen Cabinets, Richmond	G10
S8	The Kent Company, Elkhart	A7
S9	Auto Liv, Columbia City	C8

SWITZERLAND

T1	Endress & Hauser, Inc., Greenwood	H7
T2	Geberit Mfg. Co., Michigan City	A4
T3	Grimmer Schmidt, Franklin	I7
T4	Landis & Gyr, Inc., Lafayette	E4
T5	Pallm, Inc., Indianapolis	G6
T6	Protek Incorporated, Indianapolis	G6
T7	Alusuisse Composites Inc., Richmond	G10

TAIWAN

U1	K.P.T. Inc., Bloomfield	J4
U2	Sun Polymers International, Mooresville	H6

YUGOSLAVIA

X1	Sidex Furniture, Indianapolis	G6

Sources: Cinergy/PSI, Indiana Department of Commerce, Local and Regional Economic Development Organizations

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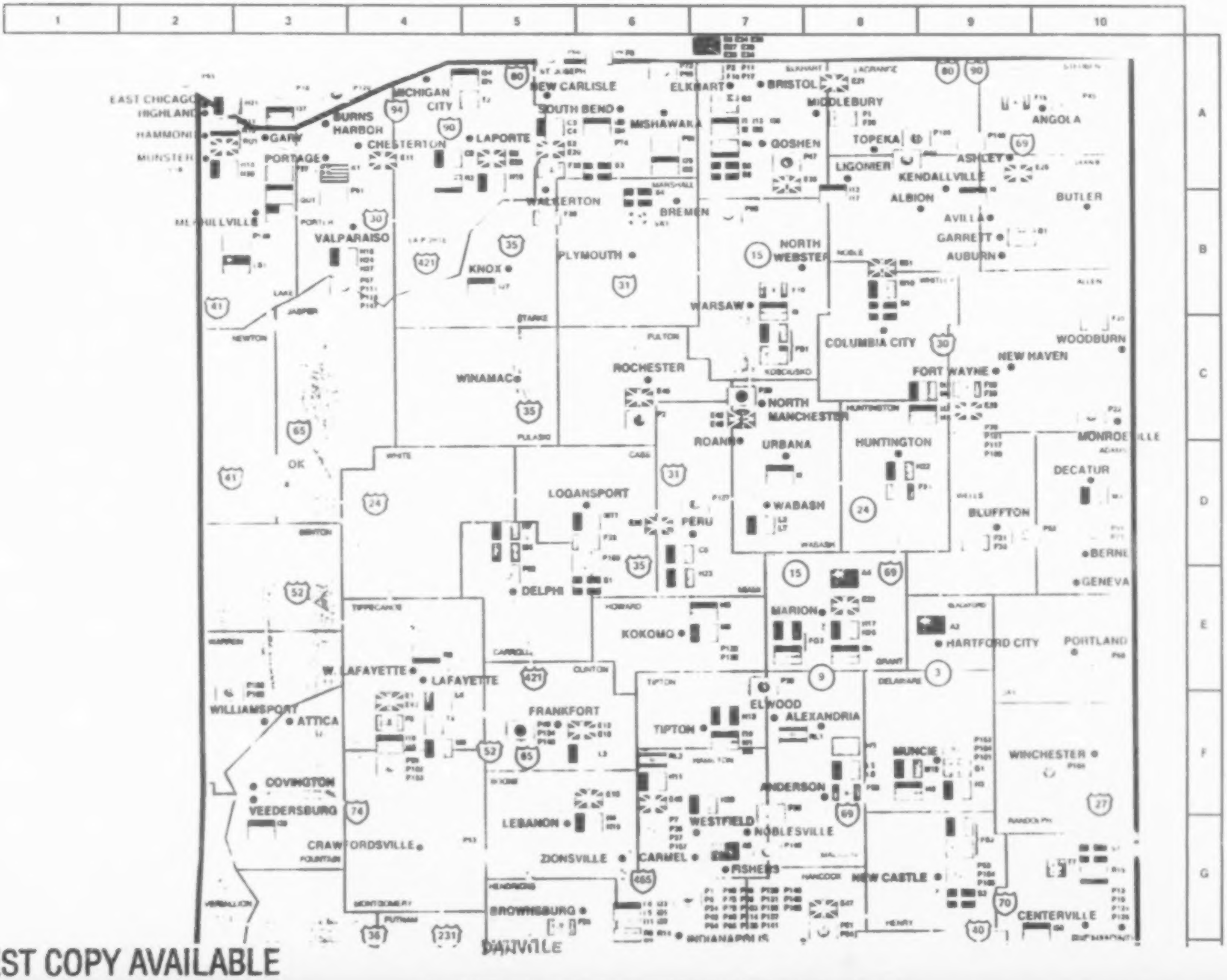
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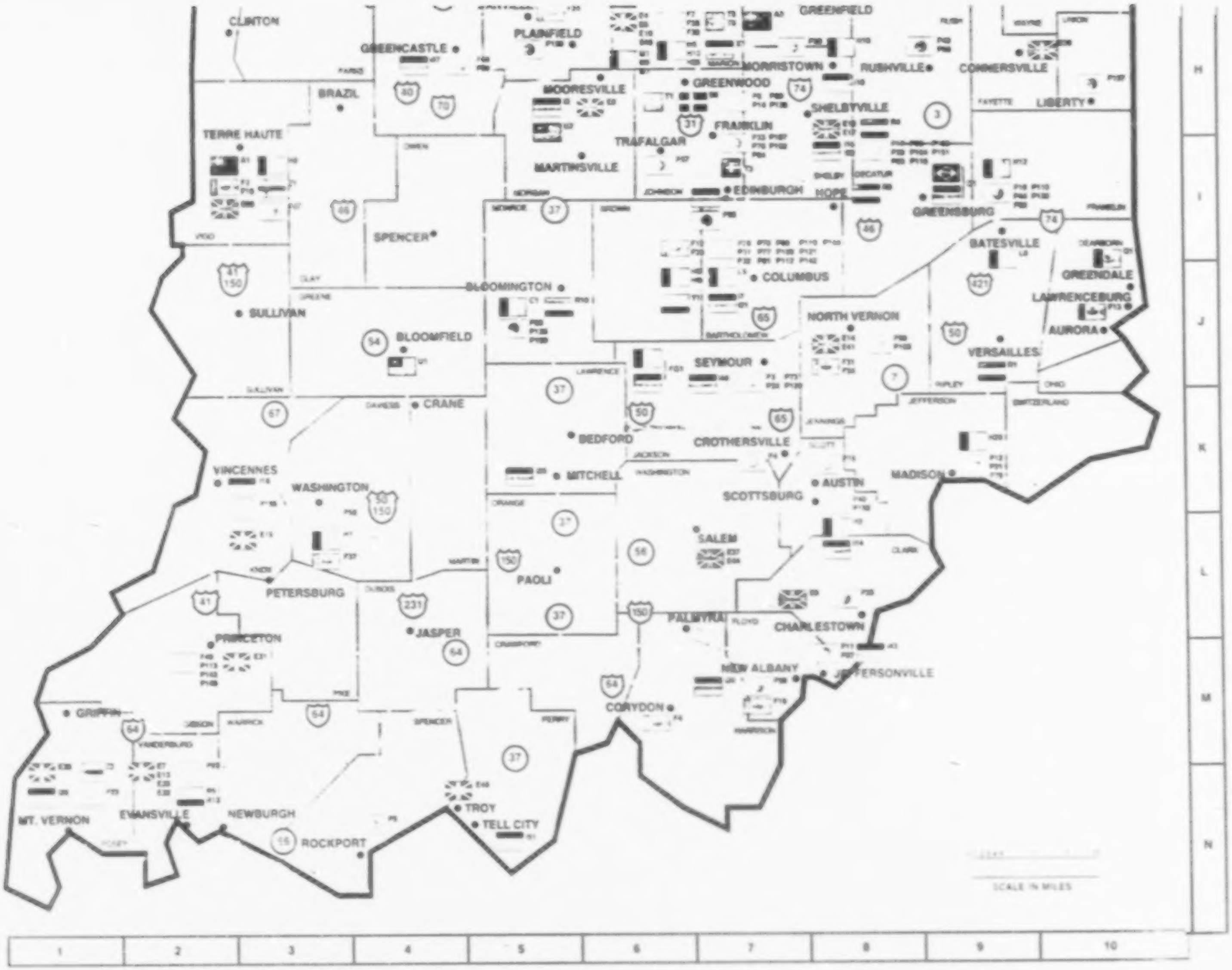
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